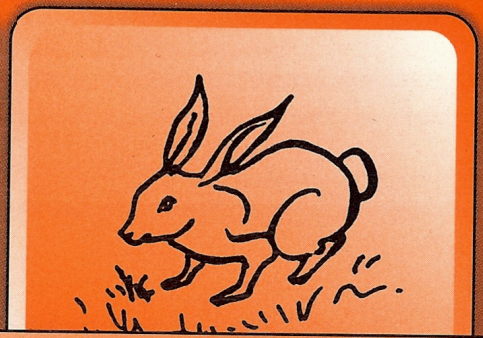

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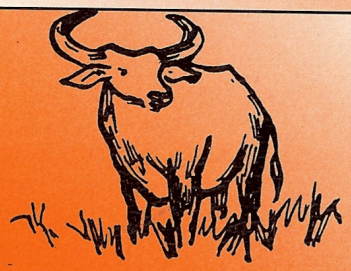
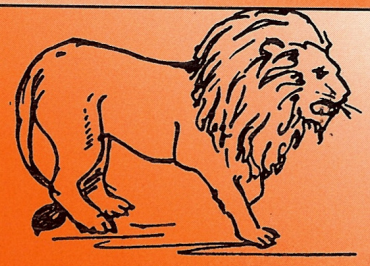

Pavri Bhili Pictorial Glossary

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Edited by : Dr. I. S. Borkar

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Foreward

The Central Institute of Indian Languages was set up on 17the July 1969 with a view to assisting and co-ordinating the development of Indian languages. The Institute was charged with the responsibility of serving as a nucleus to bring together all the research and literary out-put from the various linguistic streams to a common head and narrowing the gap between basic research and developmental research in the fields of languages and linguistics in India.

The Institute and its seven regional language centers are thus engaged in research and teaching, which lead to the publication of a wide-ranging variety of materials. Materials designed for learning/teaching at different levels and suited to specific needs is one of the major areas of interest in its series of publications. Basic research relating to the acquisition of language and study of language in its manifold psychological relations constitute another broad range of its interest. These materials will include materials produced by the members of the staff of the Central Institute of Indian Languages and its Regional Language Centres and associated scholars from Universities and Institutions both Indian and foreign. Different kinds of innovative materials have been prepared by conducting workshops in which teachers from schools, colleges and universities, writers, researchers and scholars in the respective Indian languages have participated. In such workshops materials are prepared as per the design and guidelines prepared by the Institute's faculty. Materials prepared in such workshops cater to different stages of learning such as pre-primary, primary and secondary and also for adult education programmes in addition to different second language learning situations. Wherever possible attempts have also been made to have sample try-outs of the materials prepared.

The Central Institute of Indian Languages has initiated the Pictorial Glossary Series in Indian Languages, which adds visual cues to printed words. Designed for a wide-ranging audience, it aims at improving both reading and comprehension. This glossary includes in itself both teaching and testing frames.

The Pavri Bhili Glossary was prepared in two workshops conducted by the CIIL at Mysore and Baroda in collaboration with Bhasha of Baroda. We are thankful to Dr. Ganesh Devy, Head, Bhasha and his staff at the Bhasha Research and Publication Centre and Tribal Academy at Tejgadh, and all the participants of the workshop for their academic discussions and contribution to the preparation of this book. We are happy that 'Bhasha' has come forward to bring out this collaborative publication.

PROF. UDAYA NARAYANA SINGH
DIRECTOR
Central Institute of Indian Languages

Mysore
Date : 01.02.2007

PREFACE

The Pictorial Glossary in Pavri Bhili has been a joint project of the Central Institute of Indian Languages and the Bhasha Research and Publication Centre. The prototype for the Glossary was previously prepared by the Central Institute of Indian Languages. Bhasha Centre has merely used the prototype and put several new languages in that format. These languages include Rathwi, Dehwali and Dungri Bhili, all of which are subsets of the Bhili family of languages. Rathwi is spoken in the central parts of eastern Gujarat, particularly in Vadodara district. Dehwali is used in the regions south of Vadodara, in Bharuch district and also in western Khandesh district of Maharashtra. The Dungri Bhili is a language used by Bhils residing in the regions north of Vadodara district. Between Dungri Bhili and Rathwi comes, in geographic terms, Panchmahali Bhili. Similarly, south of Dehwali falls the Chaudhari and the Kunkna (Dangs) languages. Similar pictorial glossaries in those languages too are formulated fulfilling a longstanding need of teachers in other tribal villages. The Pictorial Glossary being presented here deals with the Pavri language. It is used by a Bhil sub-group residing in Maharashtra's Dhulia district. One does not know exactly if this community is named Pavra-Bhils owing to their migration from the Pavagadh area in Gujarat, or whether their origin can be traced back to a related Bhilli group in Madhya Pradesh. However, the number of children attending school among the Pavra Bhills has been increasing. Therefore, a teacher's handbook in that language becomes necessary.

But the number of children who drop out of these schools is phenomenally large. The teachers brought to teach in these schools often come from outside and their familiarity with the local language is not adequate to keep the children interested in learning. Though the pictorial glossary is apparently a simple concept, its practical utility as a teacher's handbook and its impact on saving a huge social capital that may otherwise be simply wasted, cannot be overstated. I feel, therefore, happy that it has been possible to work with the CIIL model and produce the glossaries for various tribal languages. The Central Institute of Indian Languages and Bhasha Centre are planning to bring out similar glossaries in some languages of Rajasthan, such as the Garasia, and of Maharashtra, such as the Pavri. For me the project is exciting because I see a great educational potential in the products that may come out of this project.

Experts from CIIL and teams of researchers from Bhasha Centre worked together for a period of two years for producing these glossaries. I feel very happy that we could match the terms with authentic tribal illustrations. The illustrations were made by artists associated with Bhasha Centre and the entire design was executed by professional hands that have supported Bhasha Centre's publication programme. I wish to thank the experts, scholars, artists and typesetters involved in this joint project for making the publication of the work possible. I have no doubt that for years to come they will have earned a deep gratitude from the teachers teaching in tribal schools and the students learning from them. In that sense, this has been truly a project of national significance. I wish to put on record my deep appreciation of the Director of CIIL and his academic colleagues for conceiving the project and for inviting Bhasha Centre to collaborate in it.

G N Devy
Founder Trustee
Bhasha Research & Publication Centre

Vadodara
01.02.2007

INTRODUCTION

An important method adopted for learning/teaching the vocabulary of a language is the use of visuals. **PICTORIAL GLOSSARIES IN INDIAN LANGUAGES** exploit this method and make use of picture cues in the learning/teaching of vocabulary in Indian languages. These books are meant as supplementary aids in the learning of Indian languages primarily as second language by the adult and child learners. These can also be made use of by the mother tongue learners in nursery and lower primary classes and also by the adult neoliterates in learning the vocabulary.

The words included in these glossary books are chosen on the basis of vocabulary items in the respective languages. These also include other frequent words which are used in day to day contexts in different walks of life. Since these words were all selected mainly on the basis of their picturability, it is only natural that some important basic vocabulary items may not find a place in these books. The words were collected from different semantic domains such as those pertaining to body parts, household articles, animals, plants, numerals, colours, action etc. Words thus chosen were classified into the following groups.

1. Words elicited as answers to the question **What is this?** These are singular nouns and they fall in the subcategory of inanimate and non-human animate nouns. The major share of the glossary goes to this section.
2. Words elicited as answers to the question **What are these?** These are some of the plural nouns of the first category and, like the above group of words, fall in the subcategory of inanimate and non-human animate nouns.
3. Words elicited as answers to the question **Who is he/she?**
   These include nouns which identify individuals (people) by their professions and /or by their other characteristic features such as age, sex, physical deformities, etc.
4. Words elicited as answers to the question **Who are they?** These include some of the plural nouns of the above category.
5. Words elicited as answers to the question **What is this number?** which represent numerals.
6. Words elicited as answers to the question **What colour is this?** giving colour terms.
7. Words elicited as answers to the question **What sort of a cat/pencil/ball/line/box/umbrella is this?** giving adjectives or words functioning like adjectives.
8. Words elicited as answers to the question **What is/ are/ he/she/it/they doing?** giving verbs of action.
9. Words elicited as answers to the question **What is happening?** giving verbs of action which are impersonal.
10. Words elicited as answers to the question **Where is the mango?** giving postpositions and particles showing location.

Note that while presenting the words, the relevant question is written on the top left in every page of the book.

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I would like to express my gratitude to following scholars who participated in the workhops conducted by Central Institute of Indian Languages, Mysore.

1. Shri Subhash Pawra
2. Shri Vijay Pawra

I am thankful to Dr. Ganesh Devy, Head, Bhasha, Baroda who helped us in conducting the two workshops at Mysore and Baroda by identifying the Resource Persons and providing logistic support at their Tribal Academy at Tejgadh. I am thankful to my colleague Prof. Shyamala Kumari and Shri S. S. Yadurajan for the guidelines and designs of the manuscripts. My thanks are also due to all the participants of the workshop and especially to the artists who drew Bhili specific visuals for the glossary at very short notice and adequately well too. I am grateful to the staff of Bhasha Research and Publication Centre, Baroda who helped in the D.T.P. work of the Glossary. Special thanks are due to Shri Neeraj Kenge for seeing the manuscript through the press and and Ms. Dipti Kulkarni for the initiating the conduct of the first workshop. My gratitude in no small measure goes to our Director Prof. Udaya Narayana Singh and to Dr. Ganesh Devy for bringing out this collaborative publication.

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mark is used to pin point the item meant for the frame. For example, in frame number 4 the part of the visual for which the word stands is cheek and this is indicated by an arrow mark. So when such a visual is used in the test the learners are also expected to give only the word meant for it as given in the learning frame.

In each testing frame the visual is provided with the serial number which is followed by a blank space. The learners are required to supply the appropriate word. They are expected to write the word with correct spelling. They can, after writing, check with the key provided in Appendix I.

In a teaching situation where this book is used the teacher may use the visuals in the **Glossary** to teach also related words for parts of objects and their uses. Whether the students have learnt these additional words taught using the visuals in the **Glossary** or not could also be tested by the teacher using arrow mark as a device in the concerned visuals.

Although the vocabulary items are presented as individual items in these glossary books, the questions eliciting responses of vocabulary items are framed taking into account the use of these vocabulary items in actual sentence frames. Accordingly each of these items can be elicited as individual words and also as words occurring in phrases and sentences. In other words, for the question **What is this?** The response may be a single word such as **cat**, or it may be in the form of a sentence such as **This is a cat.** For the question **What are these?** The response may be **cats** or **These are cats.** Hence it is suggested that the learners are taught these items first as individual entities (**cat** in response to the question **What is this?**) and then their use in sentences (**This is a cat** in response to the question **What is this?**). Generally speaking a vocabulary item is learned by a child not only as a word in itself but also as a component of larger units such as phrases and sentences. Here the children can be taught vocabulary items mainly as individual words first. Their use in larger units of phrases and sentences will have to be drilled by the teacher manipulating different sentences and situations. This can be done as an extension activity of these glossary books. This extension may be better done based on the mastery of other words in the **Glossary**. For example, an adjective such as **big** may be used with the word **cat** to form a phrase **big cat.** Likewise a verb, for example **run**, can be clubbed with the word **cat** to derive a sentence **The cat runs.** Also note that the responses can be elicited orally first and then in the written form.

As already pointed out, words of action (verbs) are introduced as response to the question **What is/are he/she/it/they doing?** Since the question is worded in third person singular or plural the response that contains the verb given under each visual, is also to be in third person singular or plural appropriately changing the gender to suit the visual presented, as per the convention followed in individual languages. If the response thus given in the visual is, for instance, in masculine gender, the teacher can present the same verb with **she** or **it** or **they** as the subject, suitably changing the suffixes added to the verb. This helps the teacher can exploit the same visual for drilling the conjugations of the particular verb for subject under various persons (first, second and third). The same strategy can be adopted for the visuals given in testing frames as well.

Similarly the group 10 visuals which give words for postpositions in Indian languages indicating location can also be

In these books the words are not presented in an alphabetical order but on the basis of their semantic or other types of relationships which make the registration and recollection of words easier for the learners. for example, the words in the first category containing nouns are presented in an associational order as given below :

i. Words related to man such as body parts;
ii. Words related to man such as dresses and ornaments;
iii. Words related to man's immediate environment such as house, parts of house, and household articles;
iv. Words related to man's food items including fruits and vegetables;
v. Words related to man's education;
vi. Words related to man's professions;
vii. Words related to man's different institutions concerning religion, polities, governments, entertainment, sports, games, trade, transport, etc;
viii. Words related to common animals, birds, creatures, etc;
ix. Words related to trees, plants, and their parts, and
x. Words related to the physical world such as earth, sky, etc.

Similarly the verbs are presented in an associational order such as the verbs of action relating to body parts, cooking, sports and games, entertainment, education, profession, animals, etc. This type of ordering in presentation enables the learner to associate one word with the other easily and to acquire it without difficulty. In every group and within every subgroup such an order of association is followed while presenting the words.

There are in all in each **Glossary** book a minimum of 1284 frames. Each visual is considered a frame. Of these 1284 frames, only 1068 frames are for learning. That is, 1068 words are introduced for learning purpose. The remaining 216 frames are for testing purpose. These 216 frames represent visuals, words which have already been introduced. These 216 frames present visuls, words which have already been introduced. The words testing the proficiency attained have been culled out from various semantic domains and are presented under each semantic group, or related groups of words. For example, as soon as the introduction of 60 vocabulary items presenting the body parts are over, 12 visuals from the same group are repeated without verbal cues. The learners are expected to provide the word for the visual given in each of these testing frames on their own without consulting the preceding visuals presented for learning those items. An Answer Key is provided as Appendix I. Appendix II of the book has an index listing all the vocabulary items introduced in the **Glossary,** alphabetically arranged in the respective language. Each entry in the index gives on the right hand side the serial number of the visual for that word.

In the **Glossary** itself each visual is presented with a serial number at the left hand corner in the bottom. These serial numbers are given left to right and the learners are advised to follow the same order while learning the glossary. Serial number of the visual is followed by the word appropriate for it. In some cases the visuals may be perceived as rather too general to suggest a single word exclusively for the visual. In these cases an arrow

प्रस्तावना

आपणा माणहे शाळाम हिकतला तेवीं आपणी भाषा नी हिकता. व्यवहारनकरी भारतीय भाषा हिकतला अेने आपणा समाजो हाते अेने रूडी परंपरानुसार देवपूजा, मंत्र, गिते, काण्या इनाम बुलचाल यं आपणी भाषाम व्यवहार कोरतला. यी आपणी मातृभाषा से. काहीदिहो माय आपू आपणी भाषान शब्द विहंन्या सेताहा. जी भाषा आपू हिकतला ची भाषा ते हिकणू जूवे. पुण आपणी जी भाषा सेहे अेने आपणी भाषान ज्या शब्दा सेताहा च्या शब्द चित्रबी हातेज जुवे. चित्रापर देखा दुहरी भाषाम लेखणारा वाचणाराहा लगेच समजी जाहे.

आज आपणी भाषान शब्द अेने शिक्षणम अेने व्यवहारम आवणारा शब्दान फरक सेहे. आपणी भाषाम ज्या शब्द सेताहा च्या एकदीवार विहरहोत, विहरता आवताहा तीनान करी इना चित्र शब्दाम ओलग ओलग व्यवहाराम आवणारा शब्द चित्रावली तियार कंनेन आवली से. चित्र बालीन वाचणारा ध्यानम आवहे तीना शब्दहा भाषाम काय कोयतला. ओहलाच आपणा दाडीन जीवनमाय व्यवहारम आवणारा शब्दहा अगोल मेलीन चित्र लेदला सेताहा. या शब्दा अेखठ्ठा करीन गटवारी अेने विगतवारी कल्ली से.

१. यों काय से ? इना प्रश्नोउत्तोरन यों एक वचनी नामे निर्जीव वस्तू अेने जनवरे इनाम नावे से. अेने इनामजे नावन चित्रा जास्ती लेदला से.

२. यों, यां, यी काय से ? इनाम प्रश्न उत्तरे हुदणेन शब्दान करी लेदलं यों चित्र से. इनाम चित्रा बद्दल आवणारा शब्दा अनेक वचनी नामे से. इना पेल्ला गटम देखाड्या प्रमाणे निर्जीव बद्दल अेने जनवर नामे से.

३. यं, या, यी कुण से ? इनाम प्रश्न उत्तरे हुदणेन करी आवणारा शब्दान करी लेदला से. या चित्र से इनाम माणहे तिनांन काम धंदू अेने इनामायलो फरक अेने माणहन डिलोमायलो काय काय से. ओहलो लेदलो से. अेने तिंदरा नावे से.

४. यों, या कायताम से ? इनाम प्रश्न उत्तरे हुदीन काडणेन शब्द हुदणेन कोरी या चित्रा लेदला से. अेने या चित्रा अनेकवचनी से.

५. या आकडा काल्ला से ? इनाम प्रश्नान उत्तरे हुदणेन कोरी या शब्दा सेताहा अेने तिनान अलग अलग आकडा बद्दल आवणारा शब्दा लेदला से.

६. या रोंगे काल्ला से ? यं देखणनेकरी चौकटम लेदला से. अेने तिनाम जुदा जुदा रंगे देखावडा से. अेने तिनाम रंगोन नावे लेदला से.

७. यू वस्तू कोडीक से ? इनाम बिलाडी, सिसस्पेन्सिल, बड्डू चिरका, पेटी, सतरंजी ओहला इनाम प्रश्नोउत्तरे काढला शब्द देखाणेन करी चौकटीम लेदला से. अेने तिनू एठ्ठा ओयला शब्दाम विशेषण से, विशेषण, नाव ओहला विशेषणा हारका काम कोरतला शब्द लेदलो से.

८. यं, या काय काम कोरतला, कोरतली ? इनाम प्रश्नउत्तरे हुदीन काढणेन कोरी आवणारा शब्दा या शब्दा चौकटीम लेदला से. अेने तिनाम एठ्ठा आवला शब्द या चित्रमायला कृती देखावणारा क्रियापदे अेने क्रियापदा हारका काम कंन्नारा शब्द से.

९. यं, या काय ओयरोयोहो ? इना प्रश्नउत्तरेन कोरी वापराम आवणारा शब्द देखावणेन कोरी या चौकटीम लेदला से. अेने तिनाम निसर्गमायला घटना देखावणारा शब्द से. या आखा शब्द गवडी घटना देखावणारा शब्द से.

१०. आंबो काहरी से ? इना प्रश्नोउत्तरोन जुदाजुदा उत्तरे हुदणेन कोरी आवणारा शब्दा देखावणेन कोरी लेदला से. या चित्रा चौकोनम क्रिया देखावडी से. इनू चित्रा हाते शब्द तक्ता अेने तिनाहारकाज काम कंन्नारा शब्द से.

इना चित्र चौकोटीही हरेक पानोपर डाखरीखेर तिना शब्दाहसे प्रश्न लेदला से. चित्रांकरी लेदला शब्द या अ, ब, क क्रमा प्रमाणे लेद्या नाहा. च्या चित्रांन गट से तिना हसे लेदला से. उत्तर मायला शब्द या नामे से अेने चित्र देखावणारा शब्द क्रमा नुसार लेदला से.

exploited. The first step in learning here is the mastery of the word for the particular position. Twelve such words are introduced for learning purpose. The second learning point is the use of the individual postposition in sentences appropriate to the sense intended in the visual. Here again, the frames have the potential for additional exercises by substituting the object and location. For example, instead of the word for **mango** one could use words for other objects. Likewise instead of the word for **box, table,** etc., words for other objects could be used suitably. For advance students the same visual can be used to teach the stylistic variations in the use of postpositions. It is, thus, left to the ingeuity of the teacher, to exploit all such possibilities, depending upon the level of learning of the learner, and make use of the frames in the **Glossary** for various kinds of drills for effective teaching/learning and testing of the vocabulary items and their use in sentences.

For the preparation of these **Glossaries** in different languages the individual author(s) were asked lo collect words in their respective languages on the basis of the guidelines given regarding semantic grouping. The words thus collected were compared by the authors sitting together.

It may also be noted that no attempt has been made to depict the different meaning shades of a given word. Only the most important aspect of the meaning is presented with the visual form. However one will find that there are some repetitions of the same word under different visuals in some Glossary books in this series. It may be seen that in that particular language the same word is used to refer to more than one concept, and that is not the case in other languages, where they may have different words.

As far as possible compound words have been avoided for inclusion in the **Glossary**. Only in rare instances when the vocabulary items is very basic in some intuitively felt sense and is a common item in most of the languages, a compound word is included in a particular **Glossary**.

Note also that in order for certain verbs to be understood correctly, the verbs have to be necessarily presented along with one or the other noun preceding them constituting a compound form.

Inherent limitations of picture as a communication mode and difficulties of transfer from language medium to picture medium and vice versa act as a constraint for the preparation of such instructional materials as these books. Fortunately, for us there are well laid conventions handed down to us in the panels of sculpture and painting in Indian art throughout the ages. Also conventions are available to us in various textbooks and magazines. Apart from these consciously developed conventions, we also come across in our day to day life certain practices that aim at picturising the verbal item and verbalising the picture. I have tried to exploit these conventions to a very large extent in guiding the artists for the presentation of the vocabulary items in the visual form. I hope that the adult second language learners would be able to use these books without help from others. In the case of children, both first and second language learners, however, the teachers may have to guide them as regards the focus of visuals in some cases and for additional exercises.

Dr. I. S. Borkar
EDITOR

१) इनाम डिलोपर अेने डिलोमायला भागोन कोरी वापरोम आवणारा शब्दा.

२) इनाम डेरिस अेने दागिनो देखावणारा शब्द.

३) इनाम रेषान, वोहती, परिसर या वापरांम आवणारा शब्द, घर, खुपडी अेने घरमायला जुदा जुदा कामन कोरी वापरोम आवणारा समानन शब्द.

४) इनाम खाणेन वस्तुमाय फोलवो अेने भाजीपालू देखावणारो शब्द

५) इनाम शिक्षणों बद्दल आवणारा शब्द.

६) इनाम जुदा जुदा मापो अेने कामकाज बदल आवणारा शब्द

७) इनाम धर्म, राजकारण, सिरकार, मनोरंजन, खेल, वेपार, बातू इना बद्दल आवणारा शब्द.

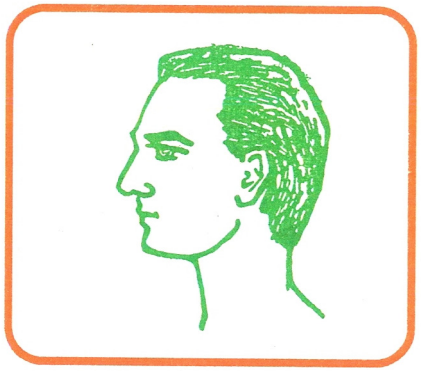
८) जनावरे, चिडा अेने किडी, काटू इंनू बदल आवणारा शब्द.

९) झाडे, वेला, अेने तिनाम जुदा जुदा भागम आवणारा शब्द.

१०) धरती, जुग दिही, तारा इनुहारका अलग बागोम आवणारा शब्द.

डॉ. आय. एस. बोरकर

संपादक



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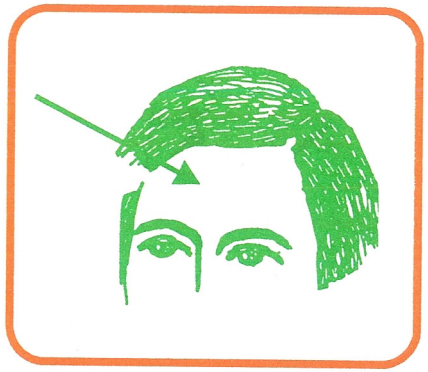

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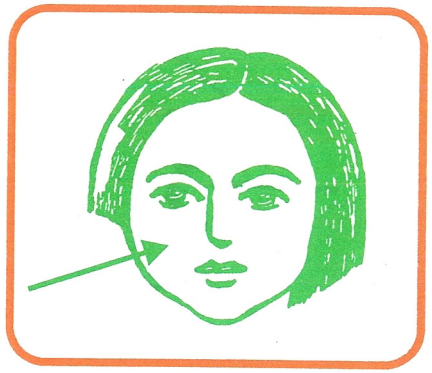

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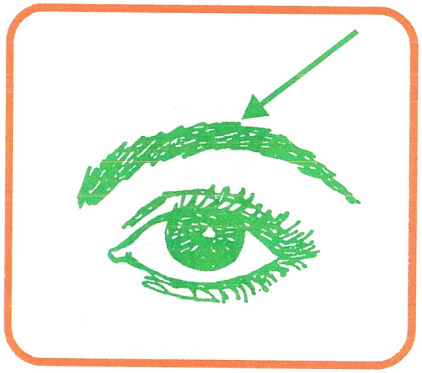

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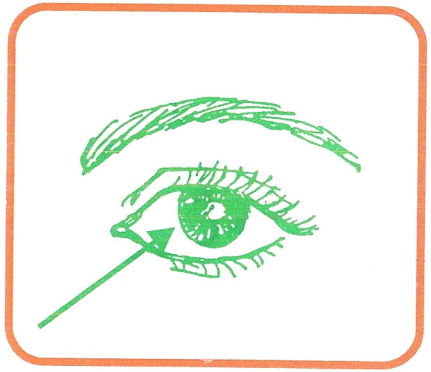

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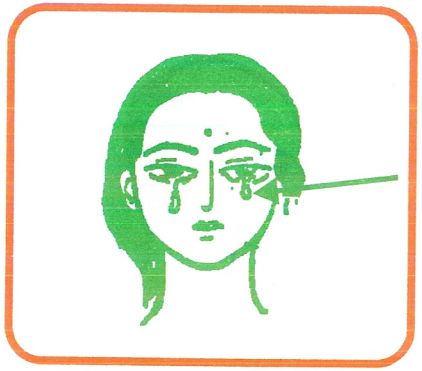

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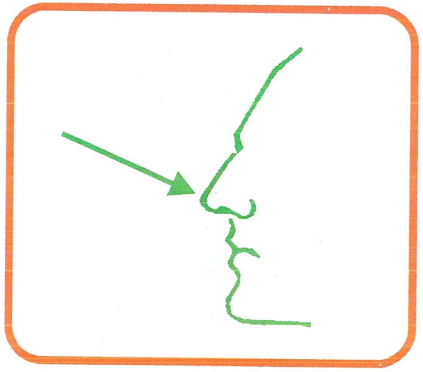

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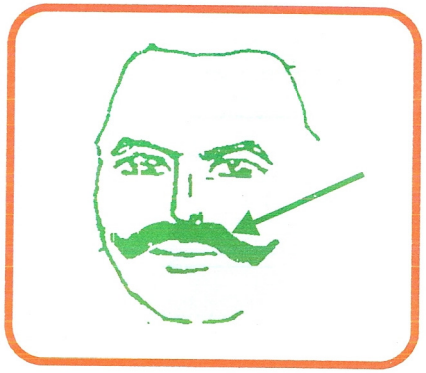

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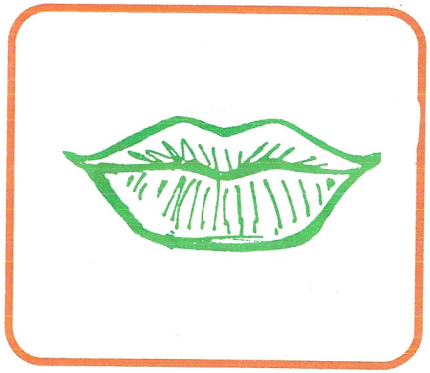

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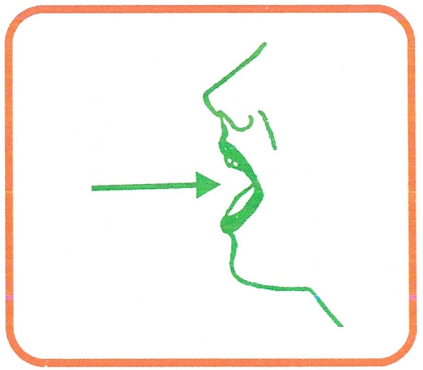

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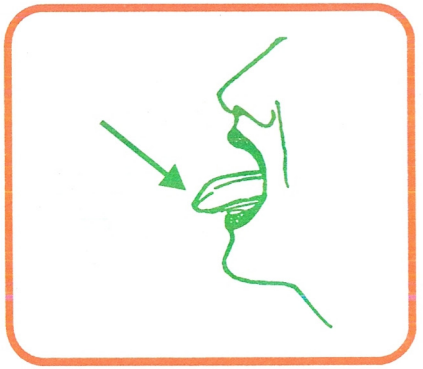

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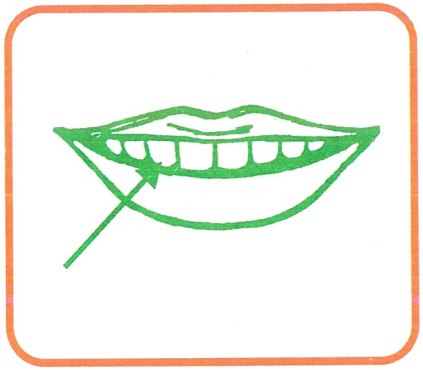

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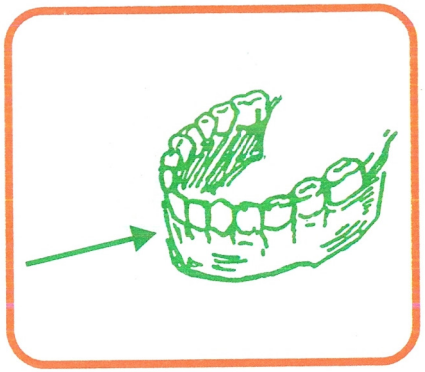

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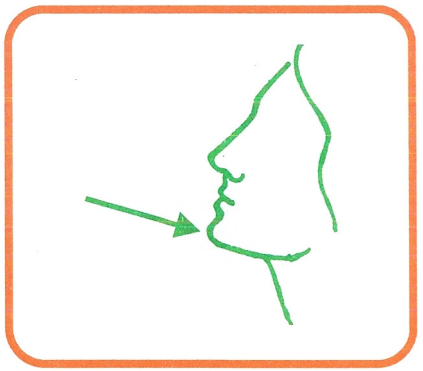

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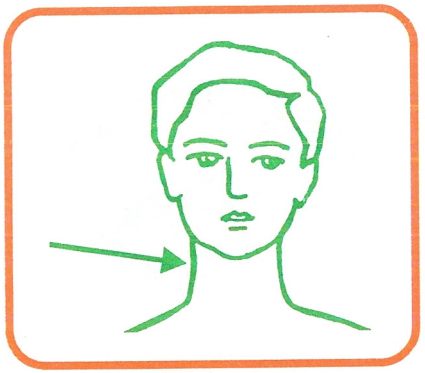

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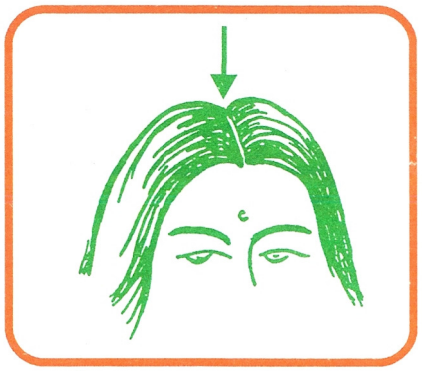

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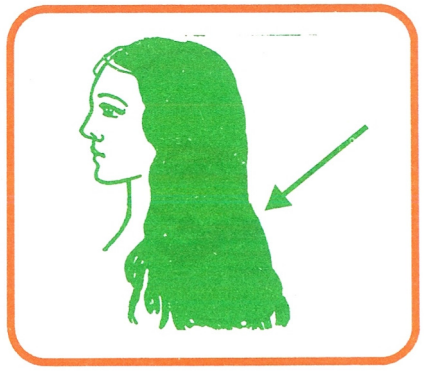

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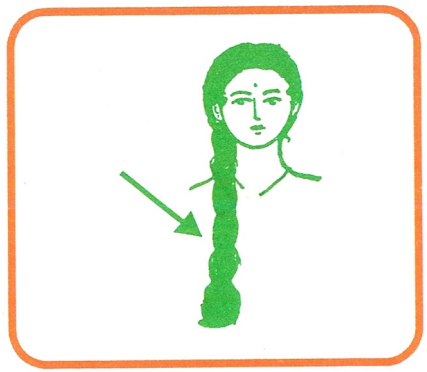

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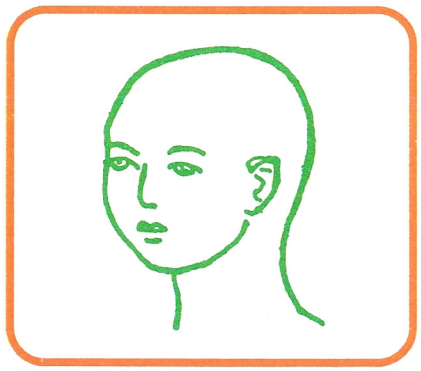

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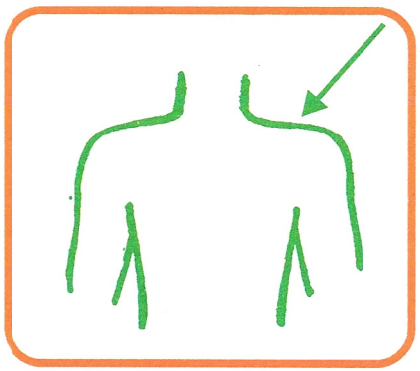

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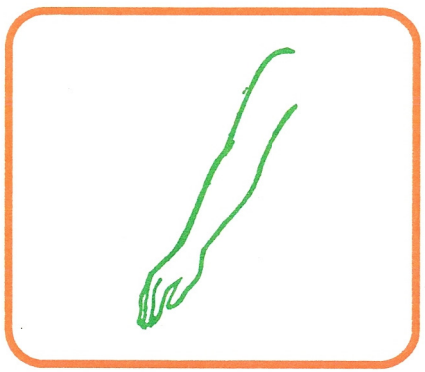

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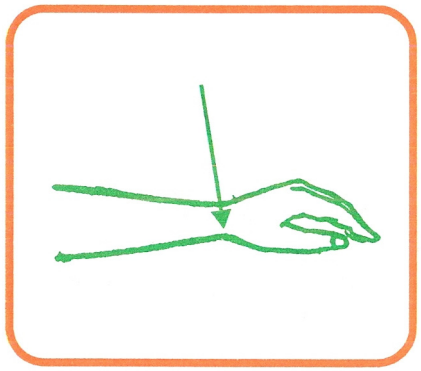

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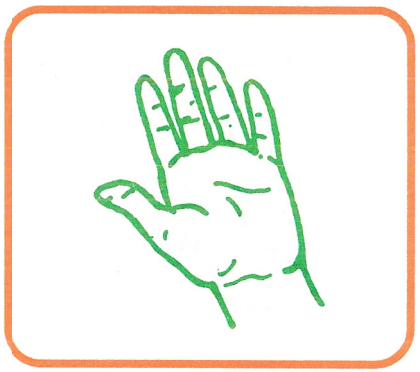

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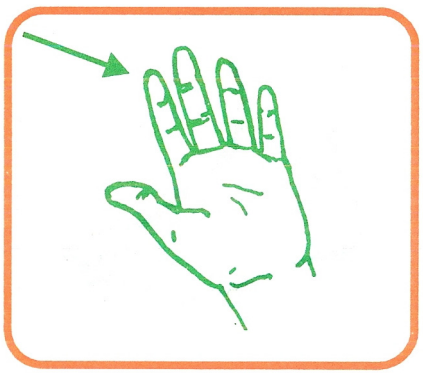

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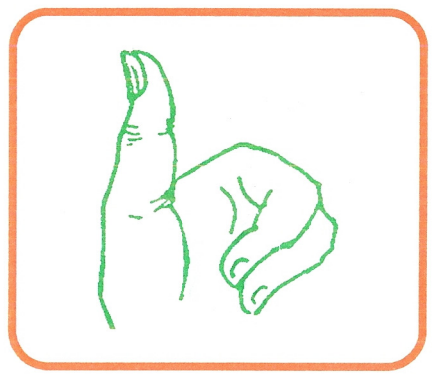

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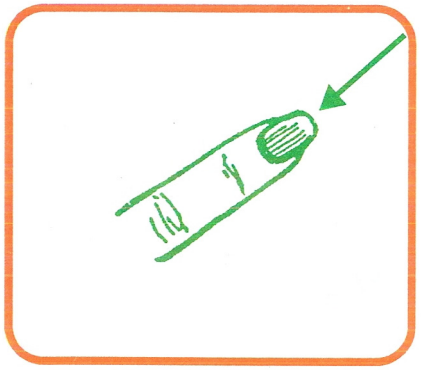

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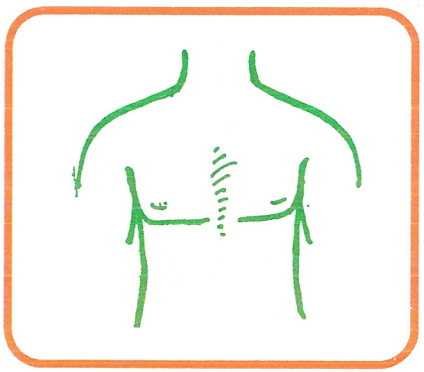

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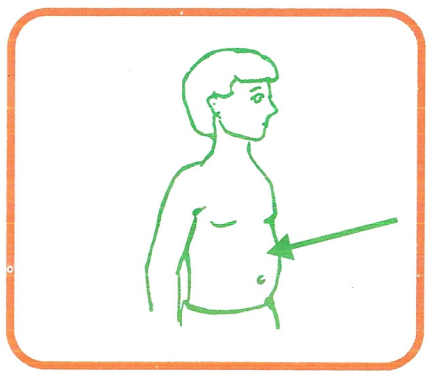

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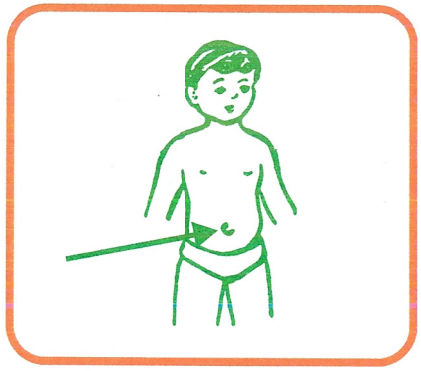

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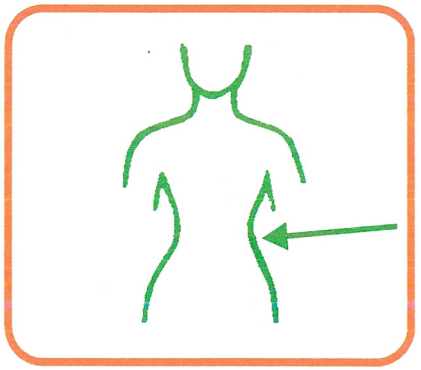

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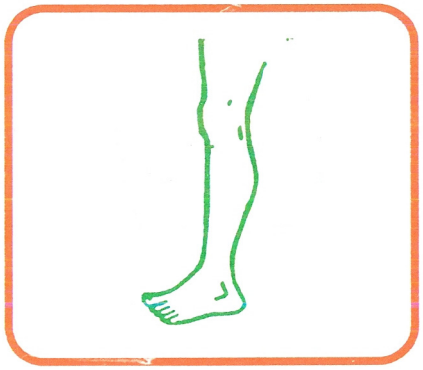

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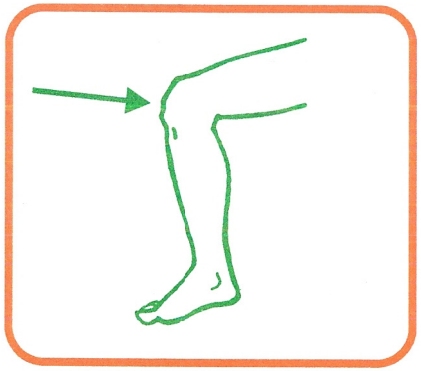

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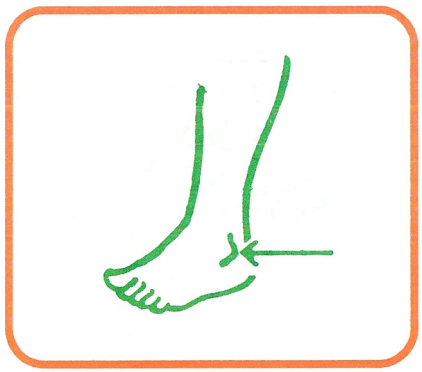

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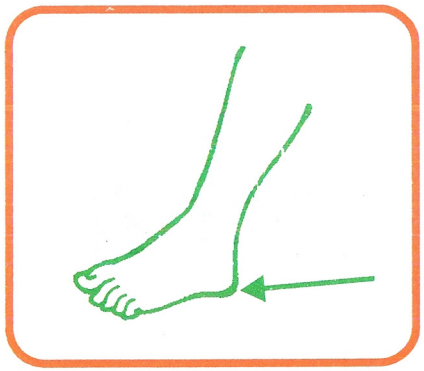

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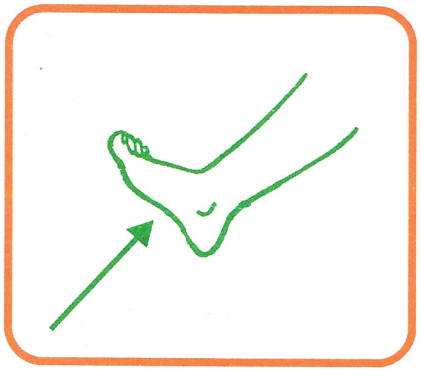

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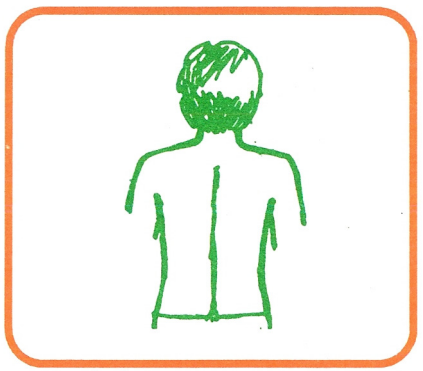

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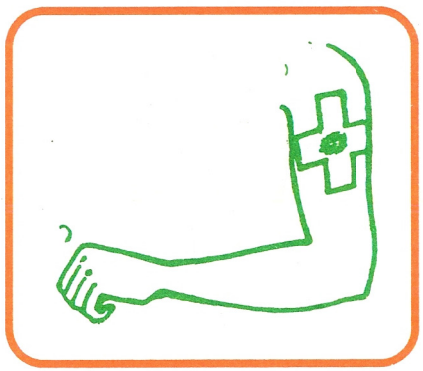

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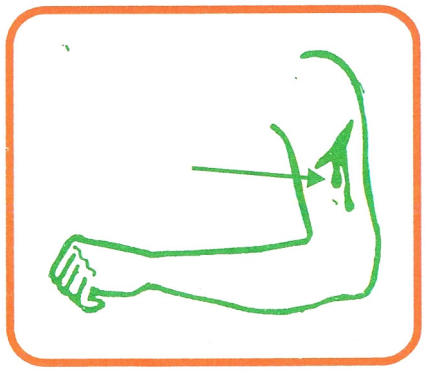

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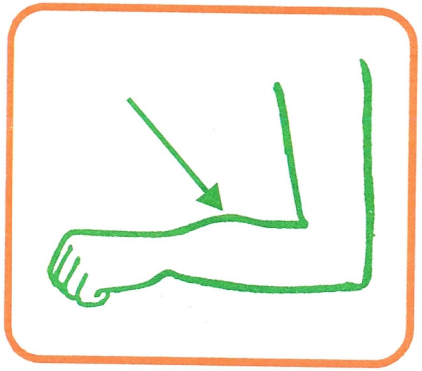

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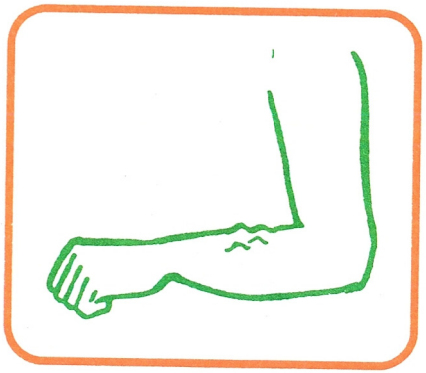

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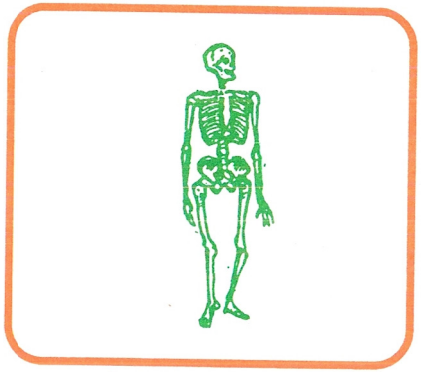

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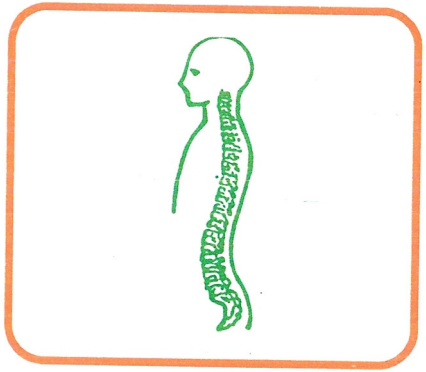
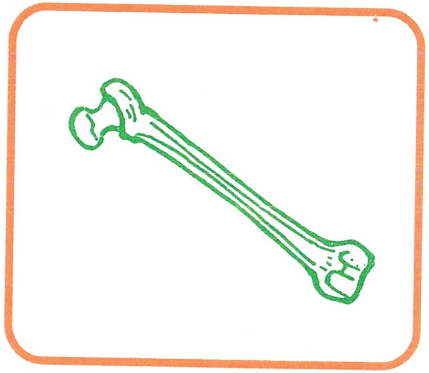
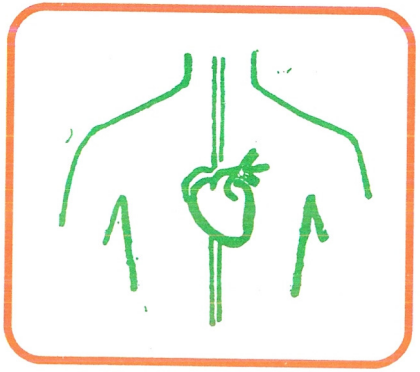


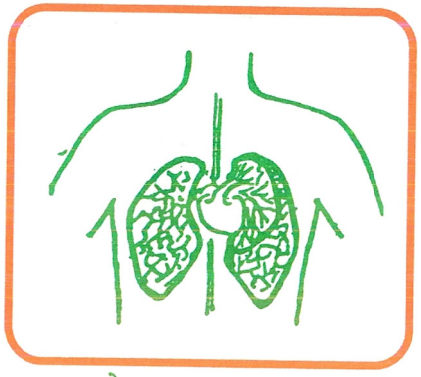
55. पाहला



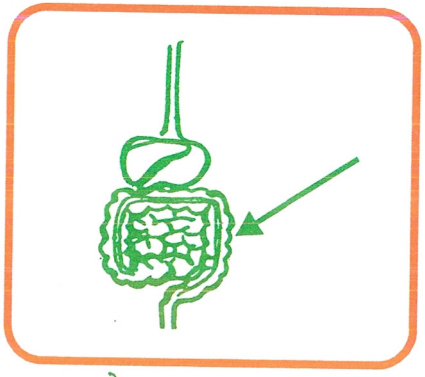
56. आड



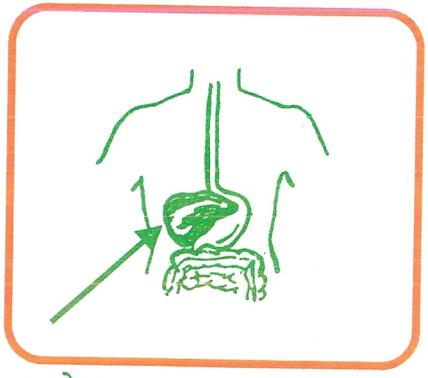
57. कालजं



58. भुफो



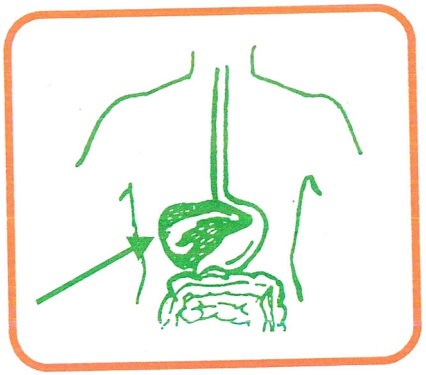
59. आते



60. पेट

61.

62.



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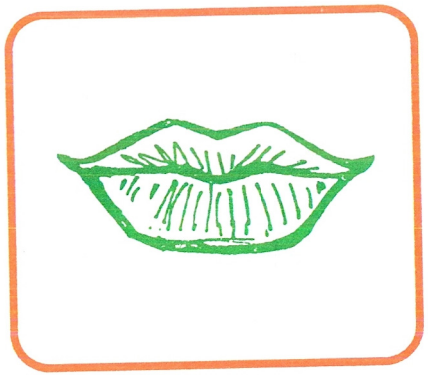

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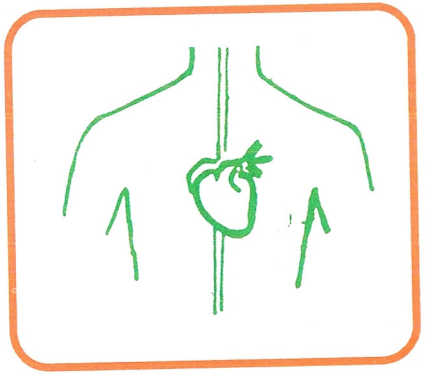

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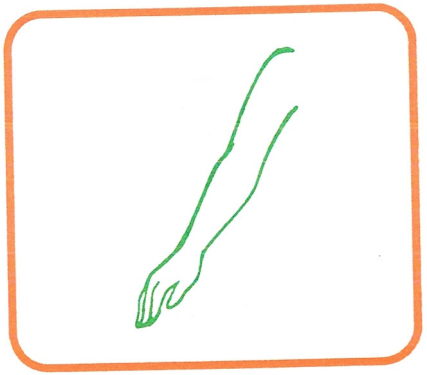

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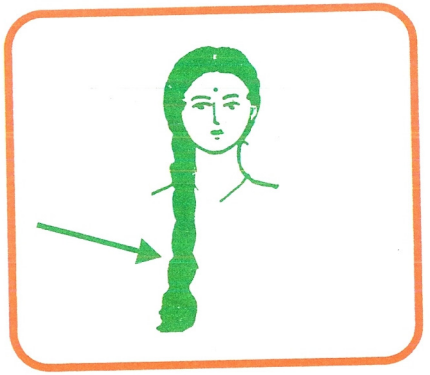

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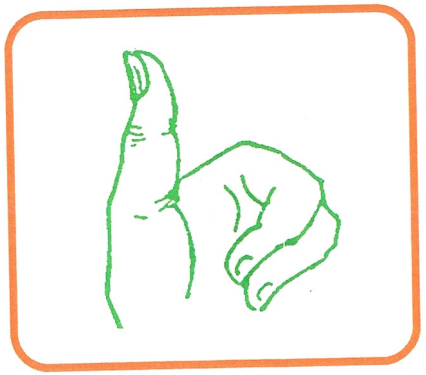

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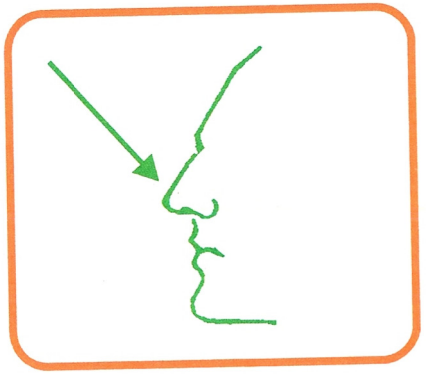

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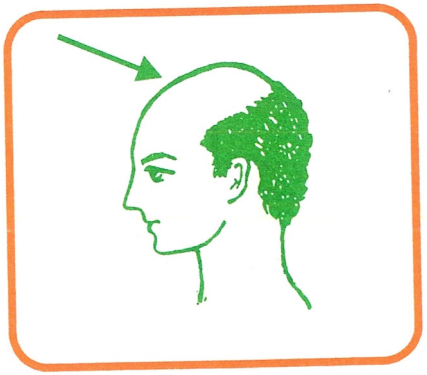

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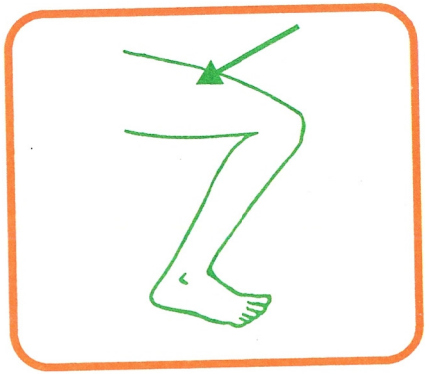


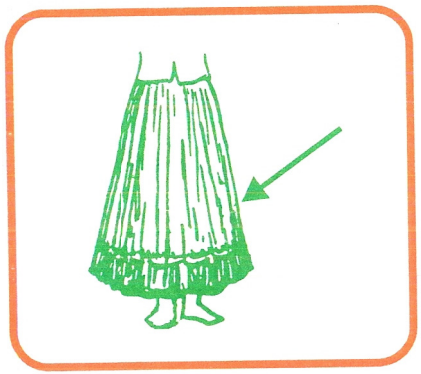
72.

73. फराक

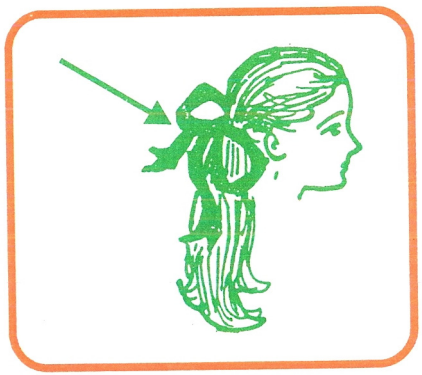
74. डोगली

75. साडी

76. सेवळू

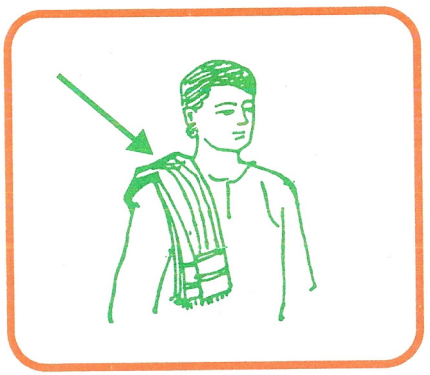


77. फलकू

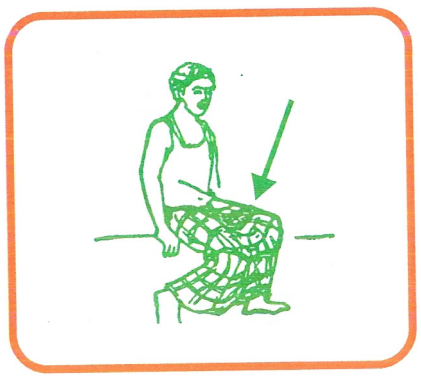


78. फुंदु

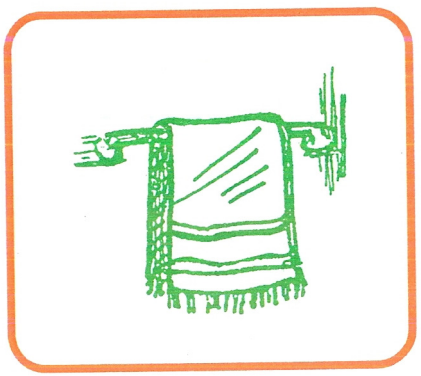
79. डुपटो



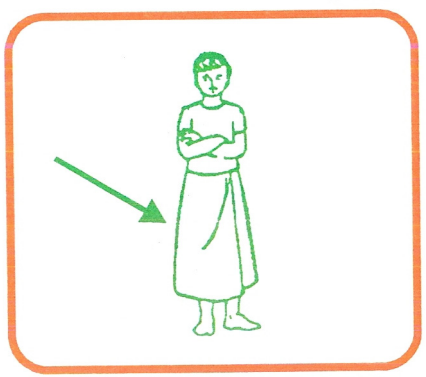
80. रूमाल



81. लुंगी

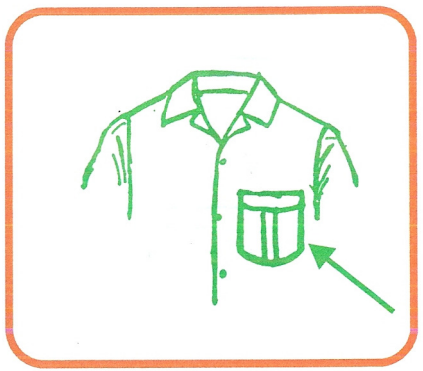


82. कामलो

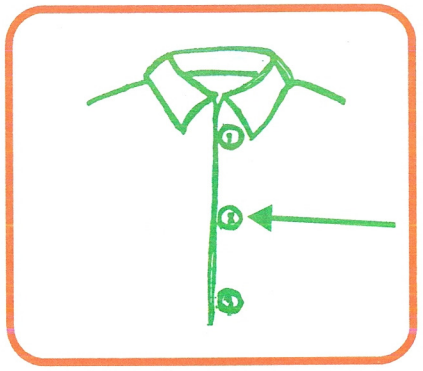


83. कळ

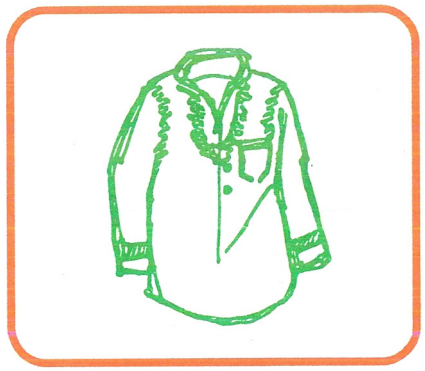
84. डोगलों



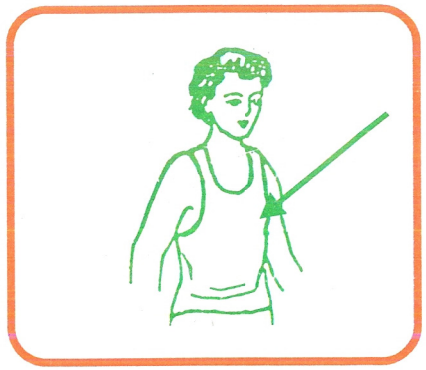
85. खिसो



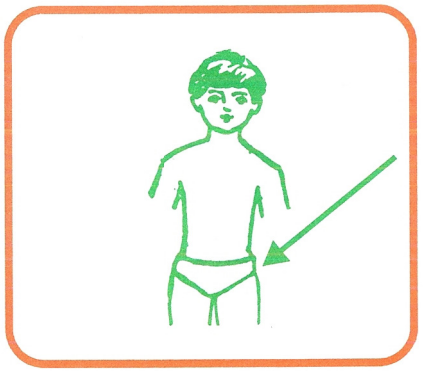
86. छिबरो



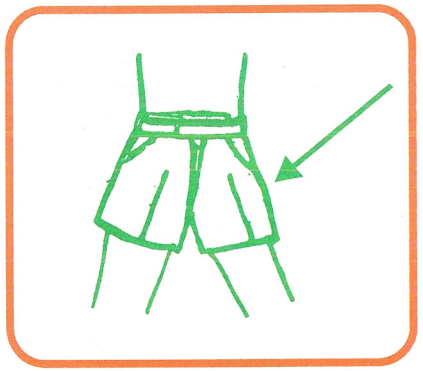
87. डोगलों



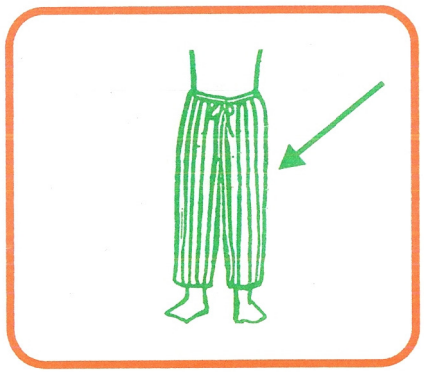
88. कप्री



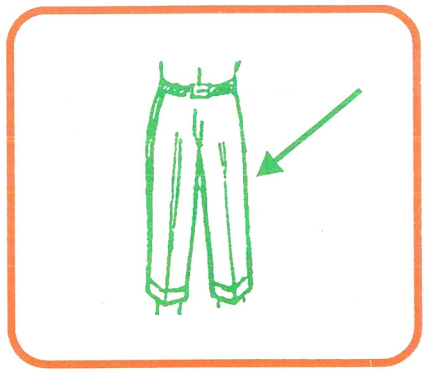
89. जांगी सोअड्डी



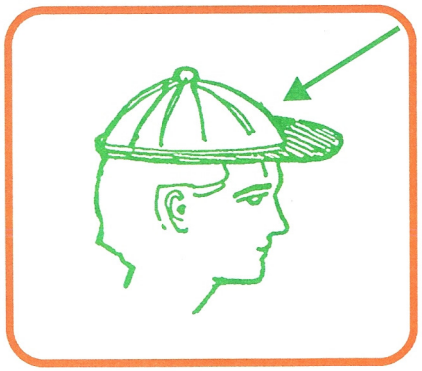
90. टुकली सोअड्डी



91. पाटावालो सोअड्डो



92. नांबलो सोअड्डो



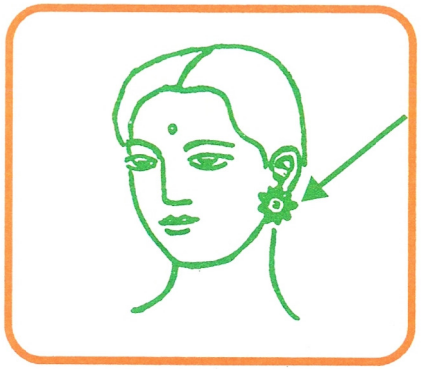
93. टूपू

94. पागळी

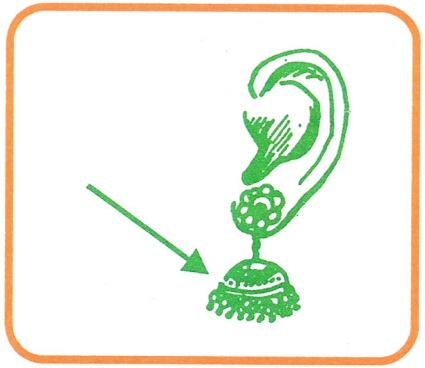
95. डाग

96. गोयणों

97. फुली



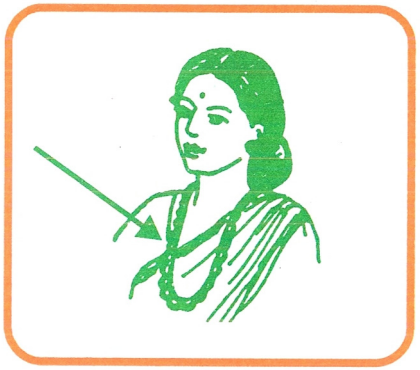
98. कानगेटलों



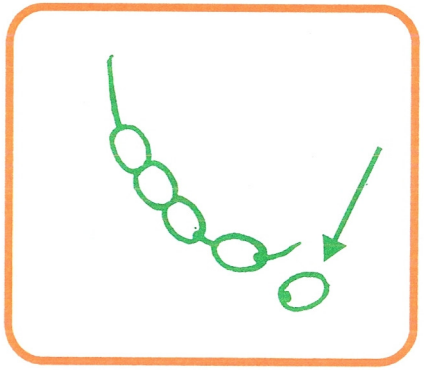
99. उपटा

100. गलहण

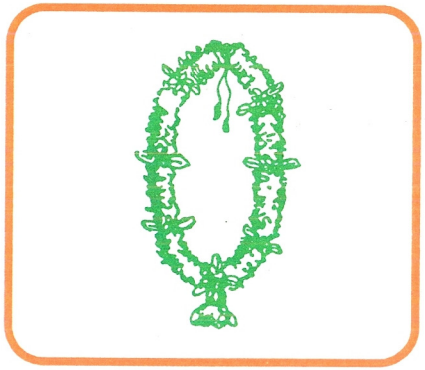
101. सिबराकिड्या



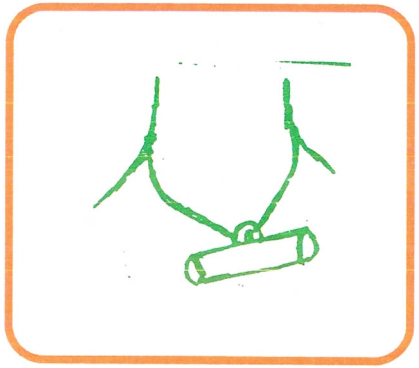
102. हाकूल



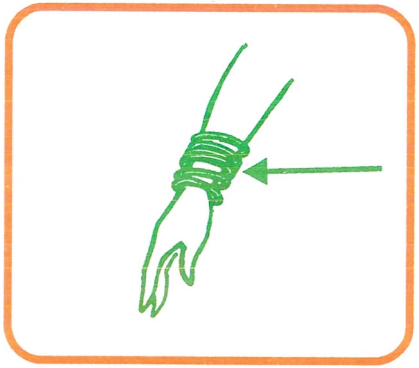
103. किड्यों



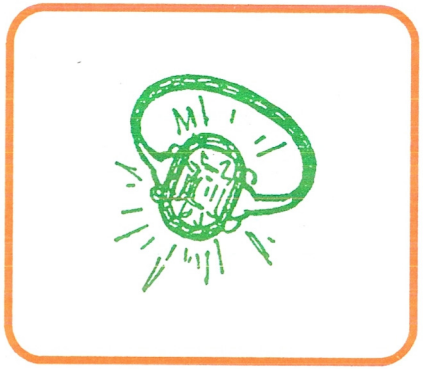
104. हार



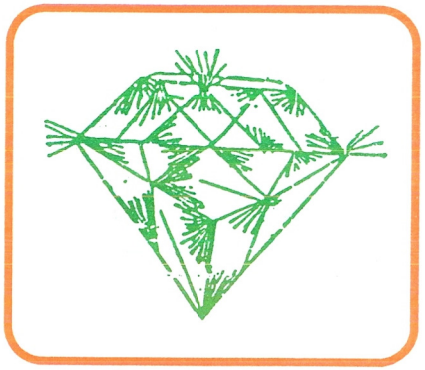
105. गुळमादल्य



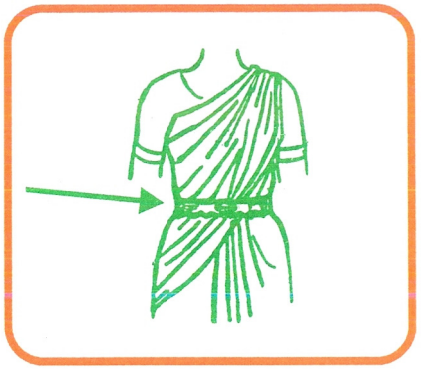
106. बांगड्या



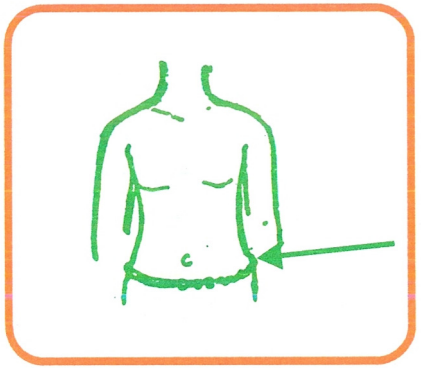
107. मुंधी



108. पारो



109. पोट्टू

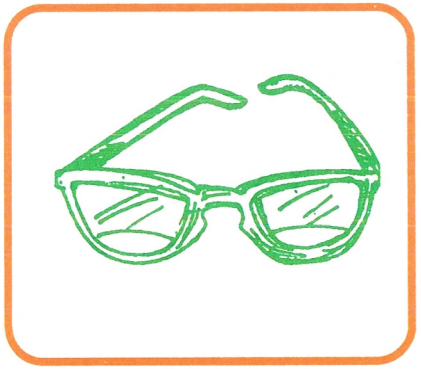


110. कुरधुळू

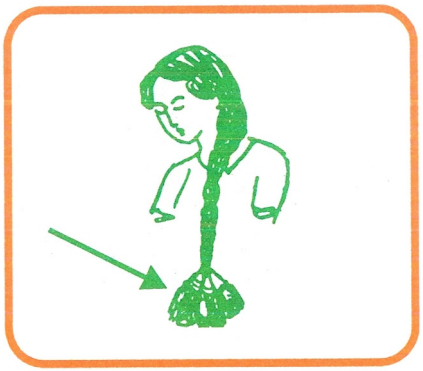
111. पायाला

112. घागऱ्या

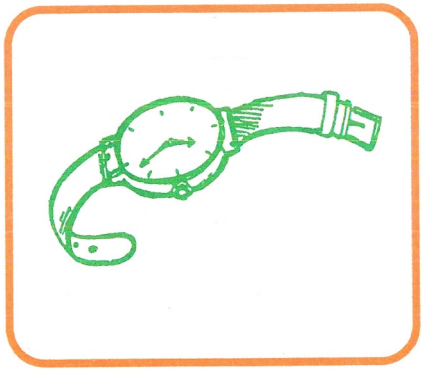
113. टिकलू



114. आरहा



115. सुटलू फुंदा

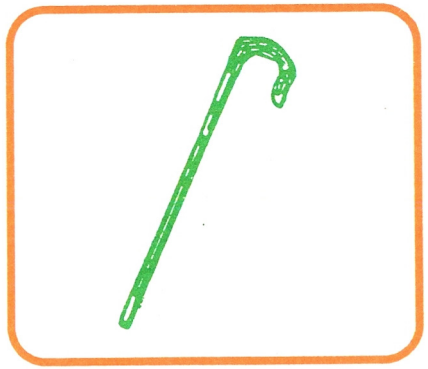


116. घड्याळ

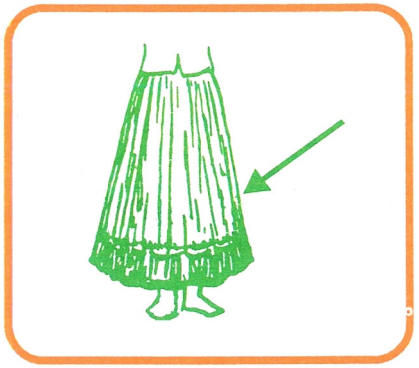
117. बिल्लू

118. साट्या

119. कुट



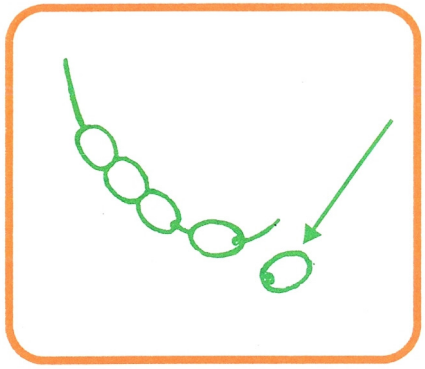
120. डेंगार



121.

122.

123.



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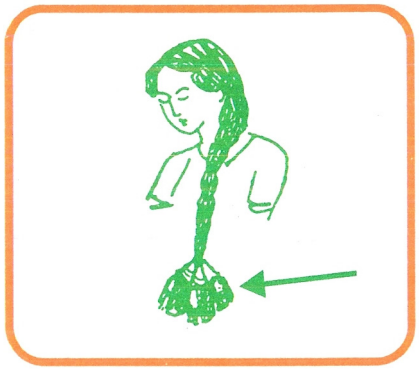

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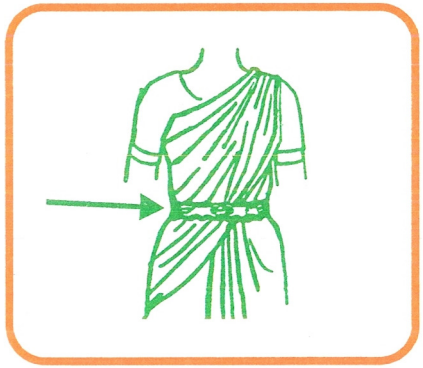

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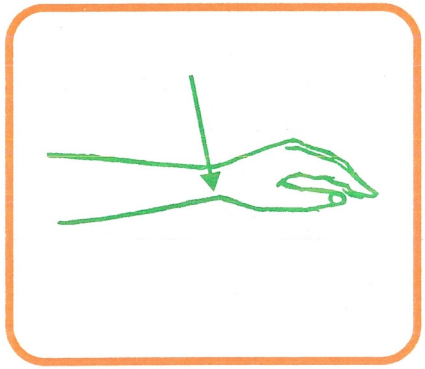

128.

129.

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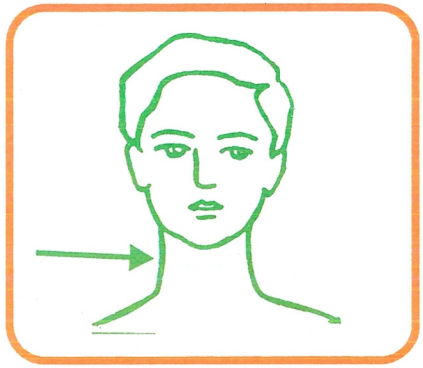

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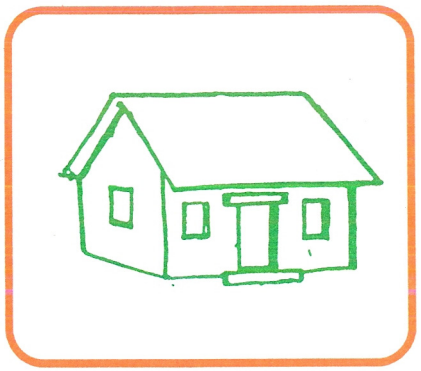
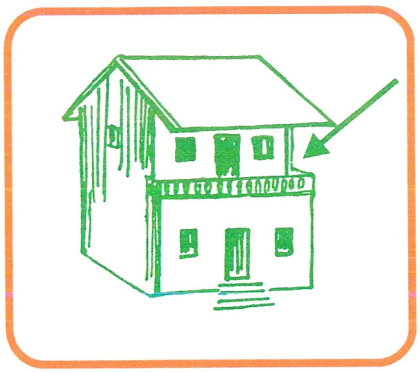
132.



133. घर

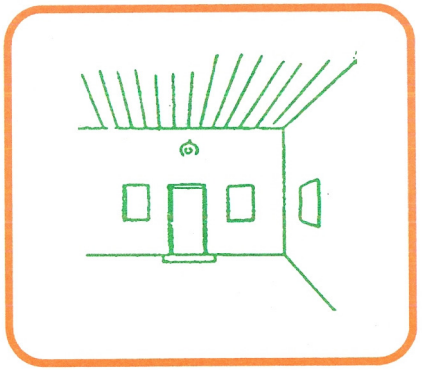


134. बंगलो

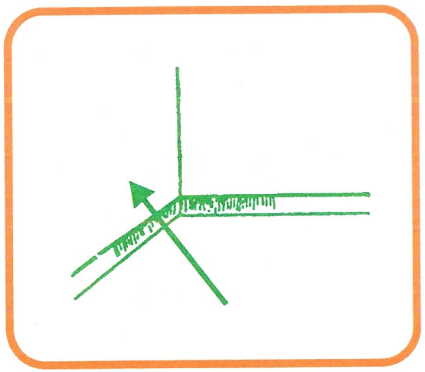
135. खुपळी

136. तंबू

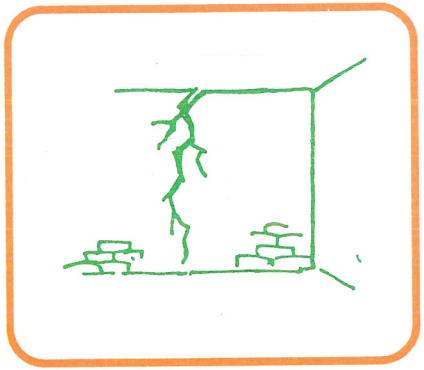
137. किल्लू



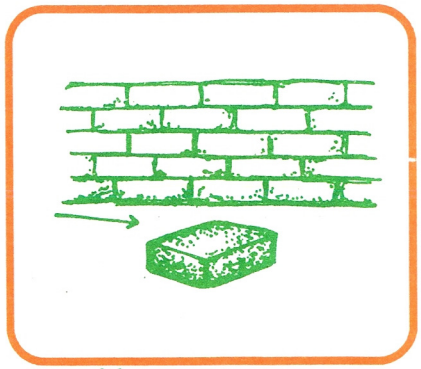
138. फटालू



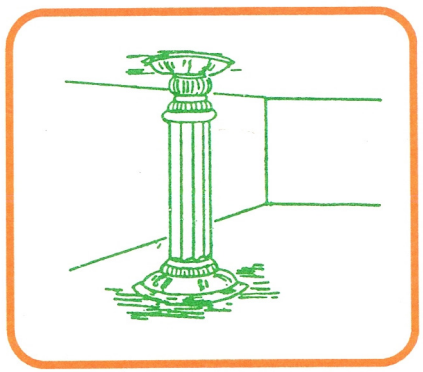
139. भितडो



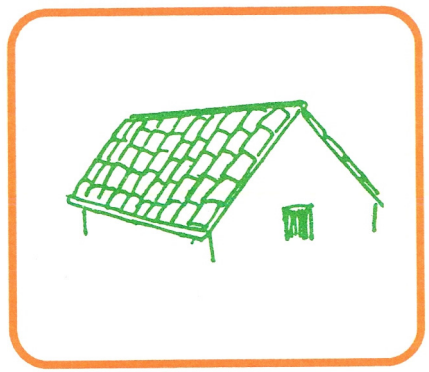
140. सिहांयलो



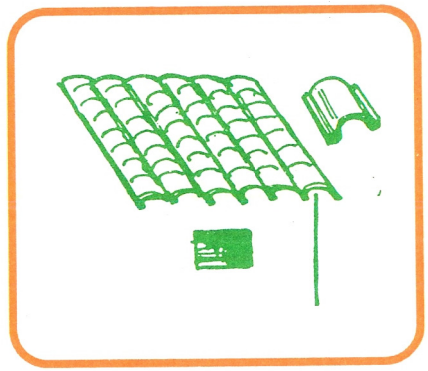
141. ईटो



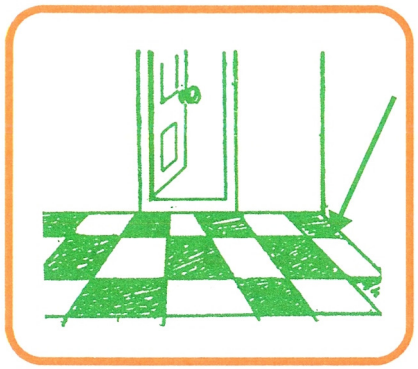
142. खांब



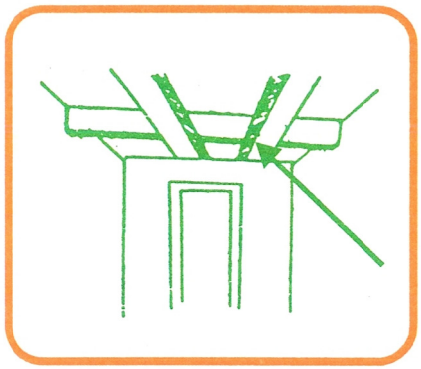
143. नेडालों



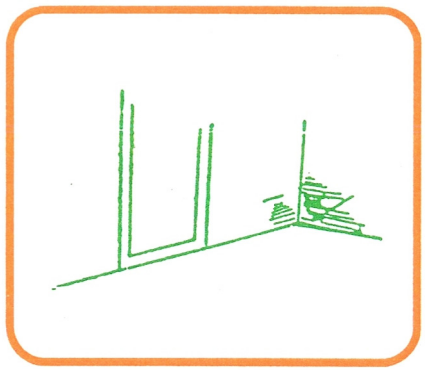
144. नवल्या



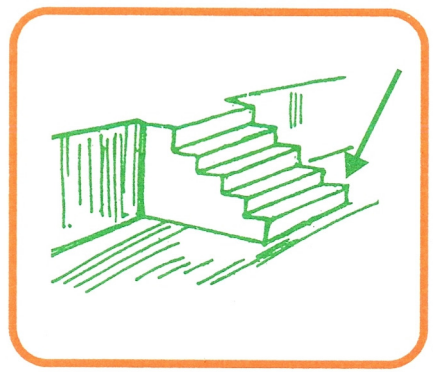
145. फरशा



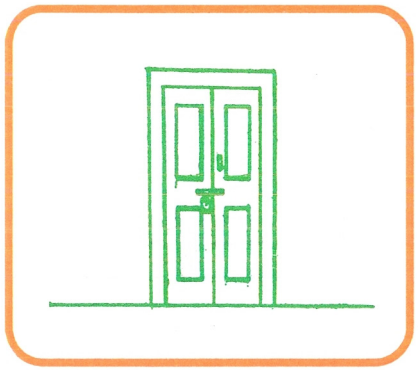
146. वोल्यों



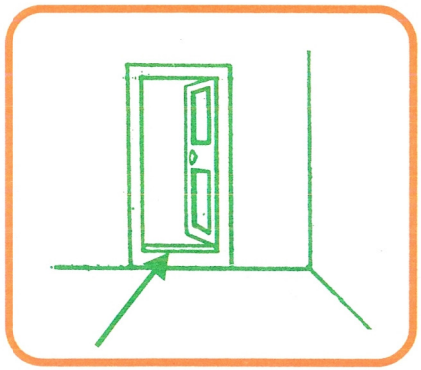
147. कुपरू



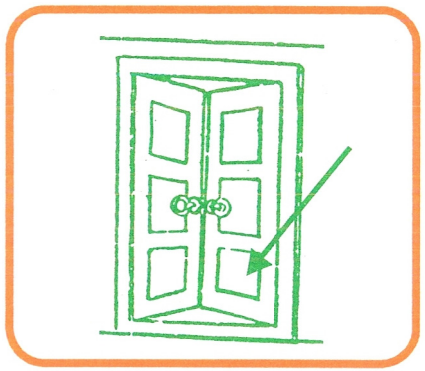
148. पायतऱ्या



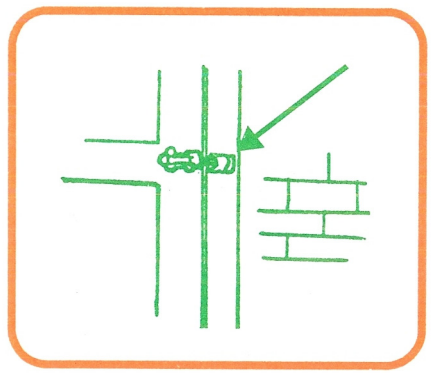
149. जुपू / केवडो



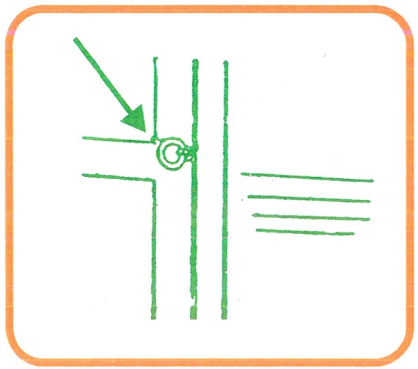
150. चौकट



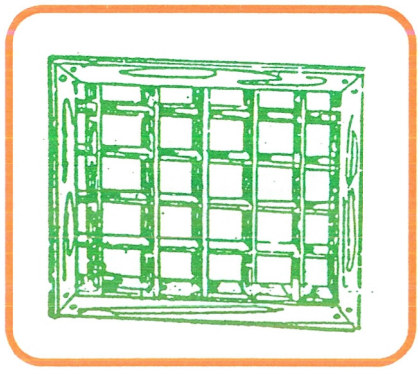
151. फालकं



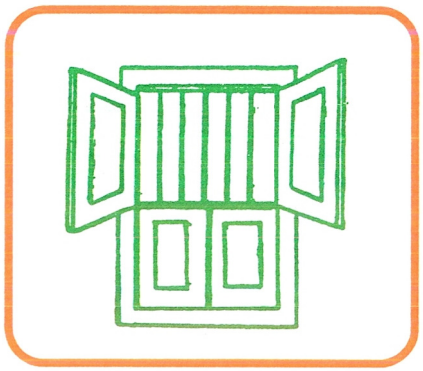
152. कडी



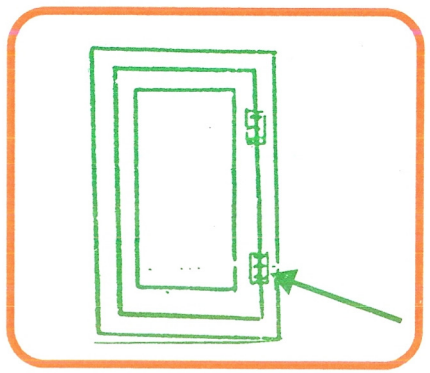
153. कडी



154. जाळी



155. खिडकी



156. बिजागरों

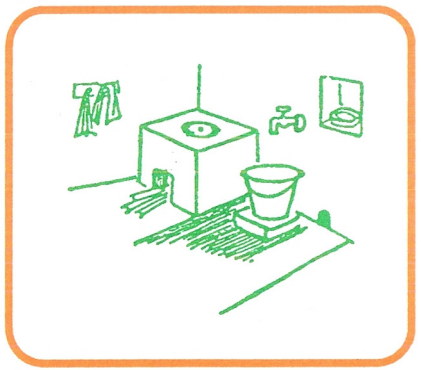
157. बासने

158. दुवाणान नलू

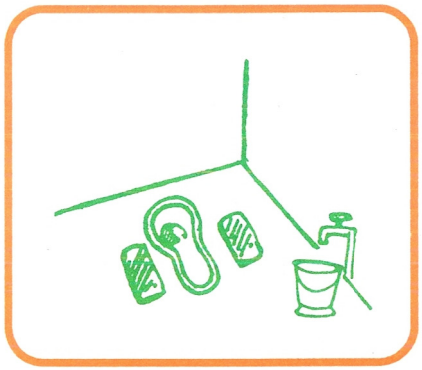
159. खातला

160. पुजणेन समान

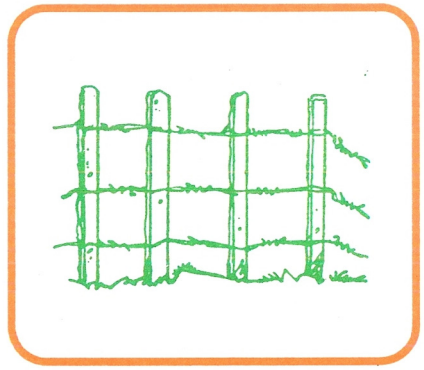
161. हुवणेन खुली



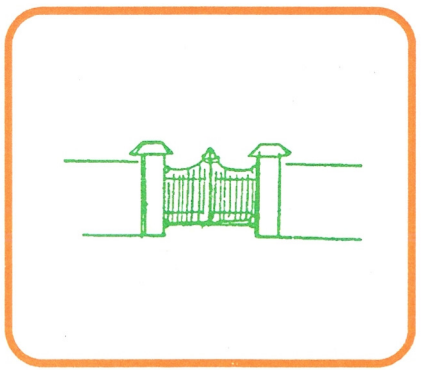
162. ऊंगनेन खुली



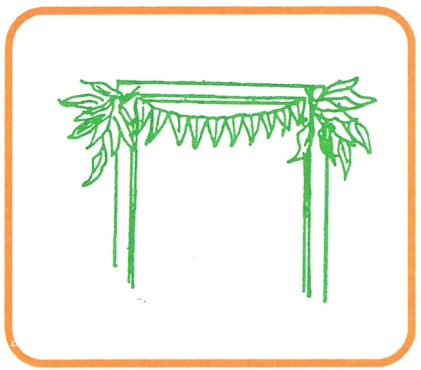
163. आगणेन खुली



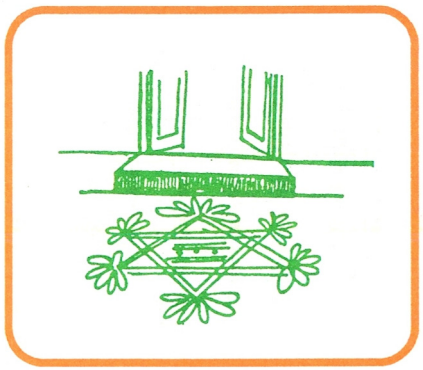
164. तारेन वाड



165. फाटक

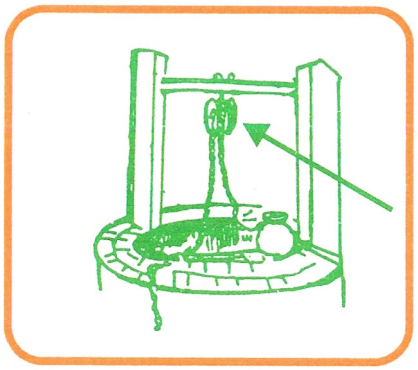


166. तोरण

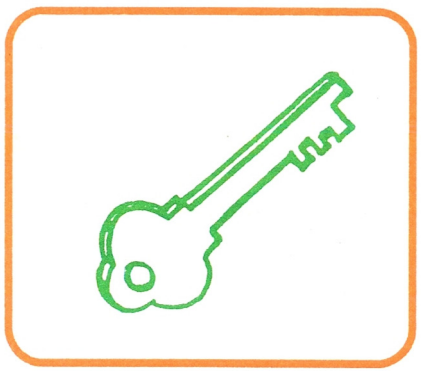


167. रांगोळी

168. वावडी

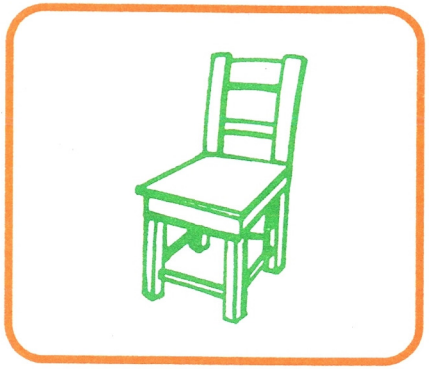


169. फिटकरो

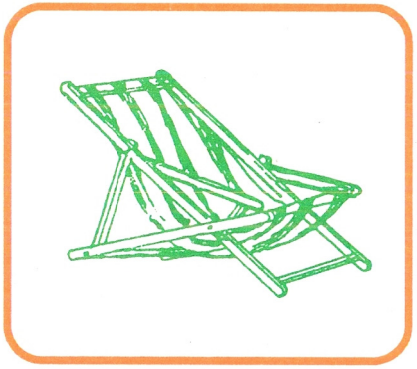


170. कुशी

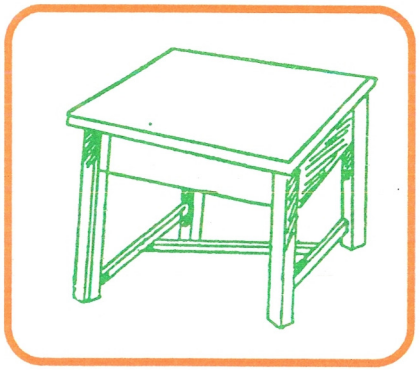
171. तालों



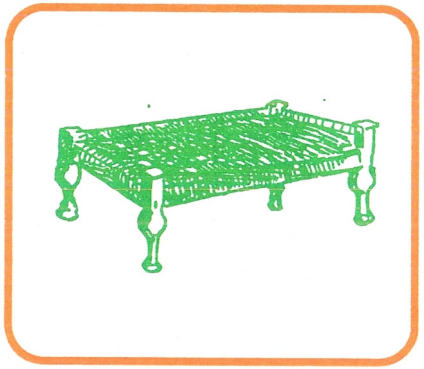
172. खुर्ची



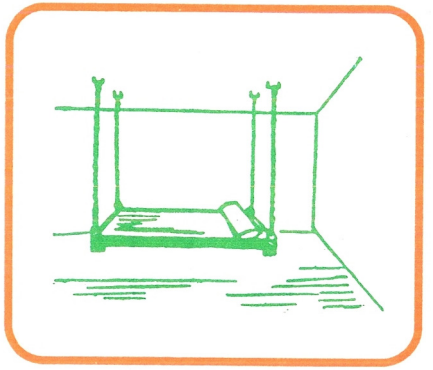
173. आराम खुर्ची



174. टेबल

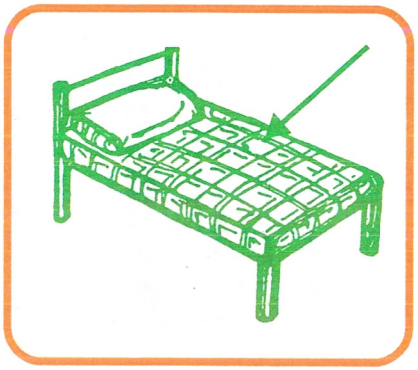


175. खाटलू



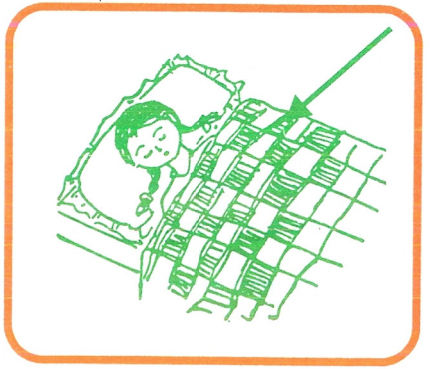
176. इंदलू

177. पलंग

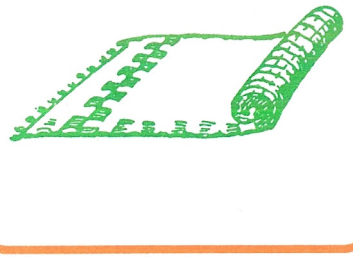


178. गादी

179. तोक्यों

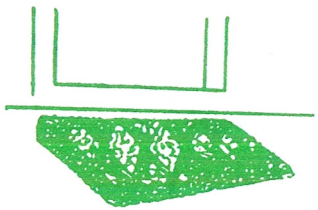


180. थोड्य

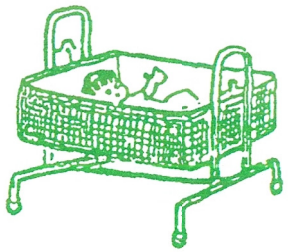


181. सतरंजी

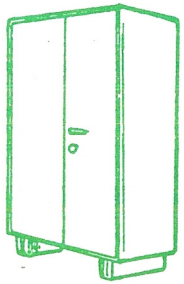
182. सादरों



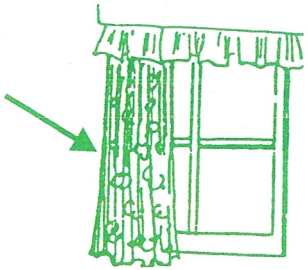
183. नुसण्य



184. जुली

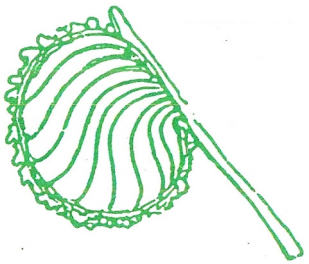


185. कपाट

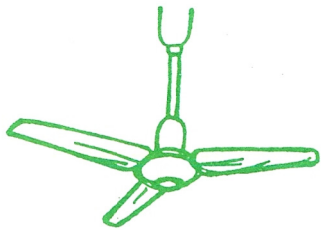


186. पळदू

187. झारी

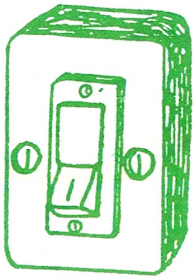


188. विंजनवाणो



189. पंखो

190. दिवू

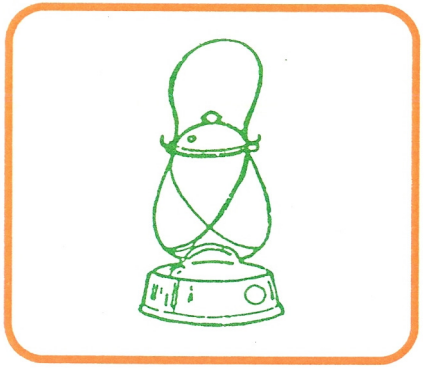


191. बटन

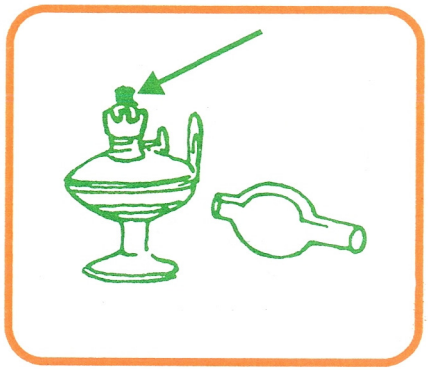
192. बलपो

193. सूरदीवू

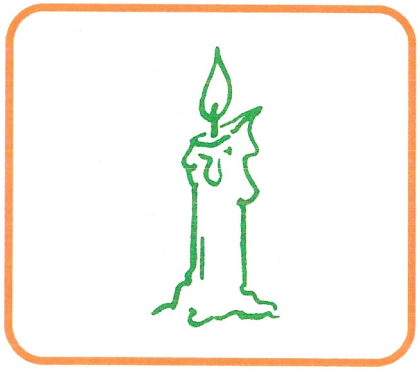
194. कुड्यों



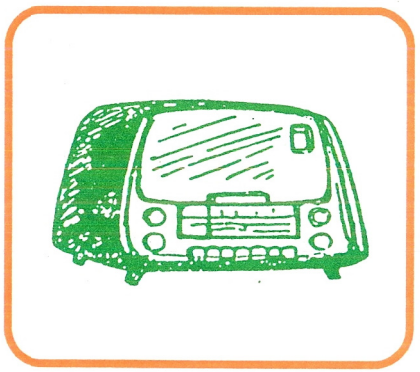
195. कंदील



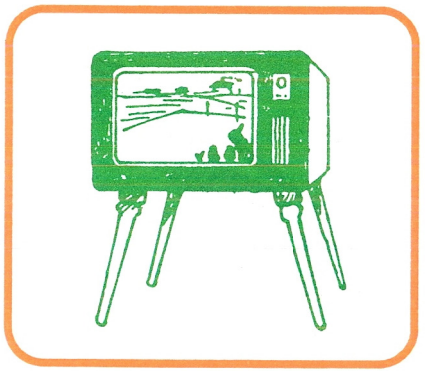
196. बाम्लू



197. मेणबत्ती



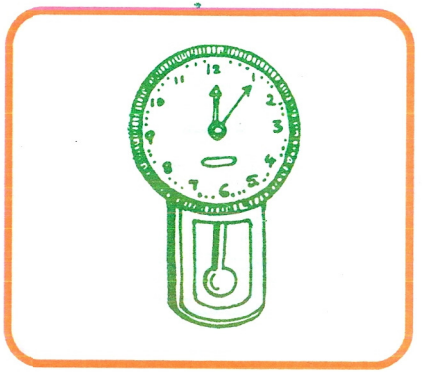
198. रेडियों



199. टीवी

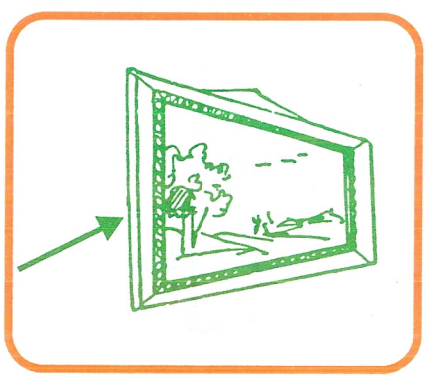
200. फोन

201. फुलदाणी



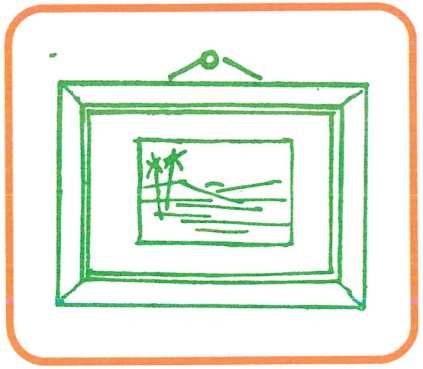
202. घंटीन घड्याळ

203. घड्याळ

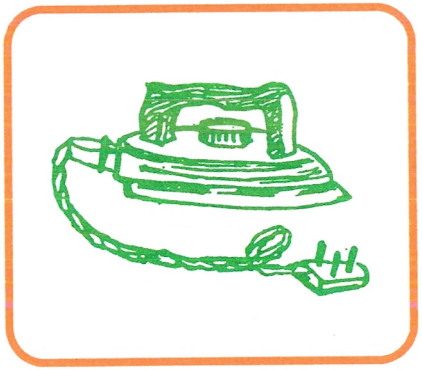


204. चित्र

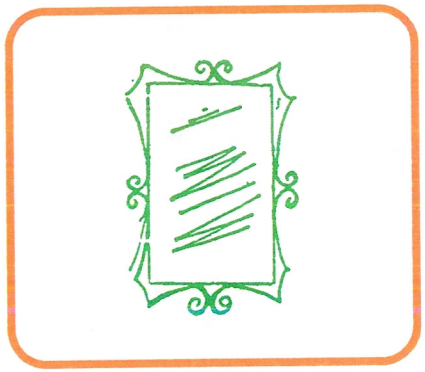
205. फटु



206. चित्र

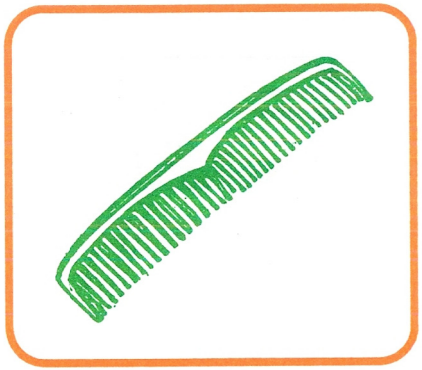


207. इस्तरी

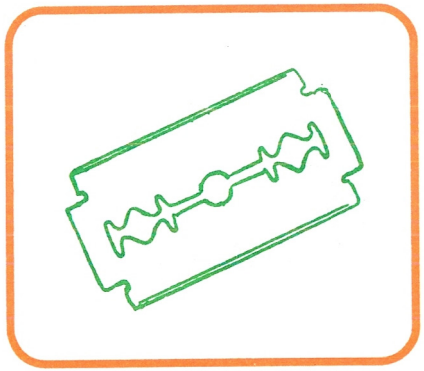


208. आरहु

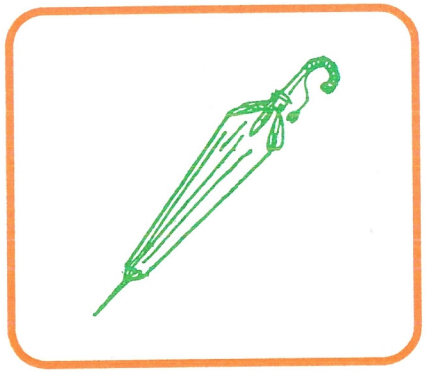
209. सावलू



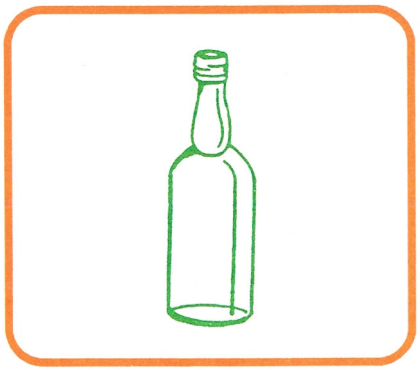
210. खाकाय



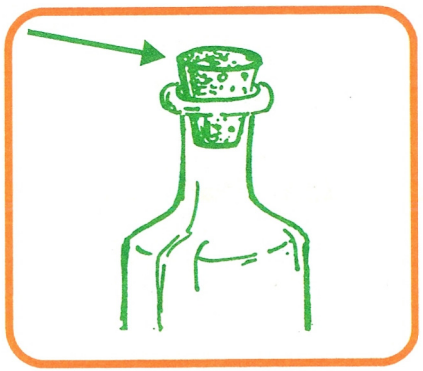
211. डाड्यानपान



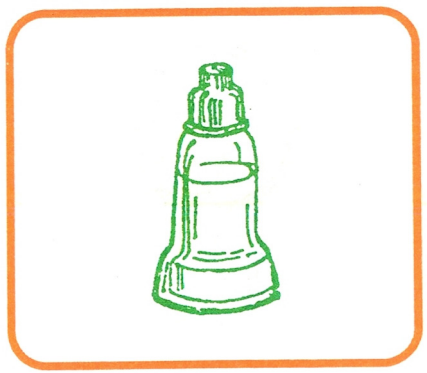
212. छत्री



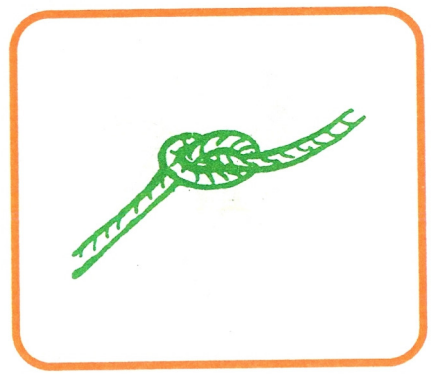
213. हिहु



214. बिडू

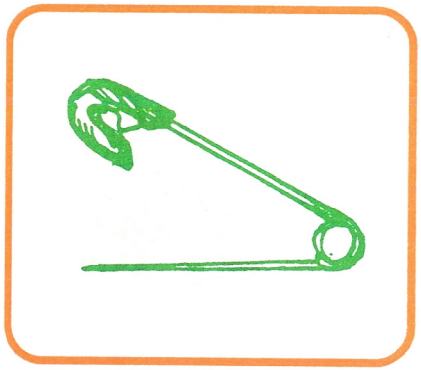


215. बाटली

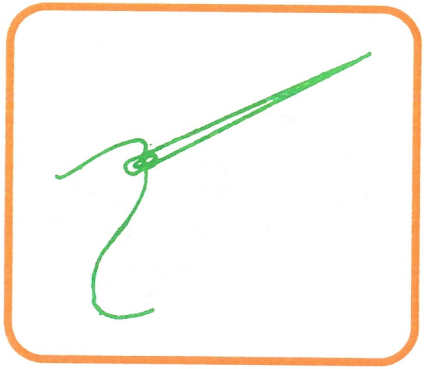


216. गाठ

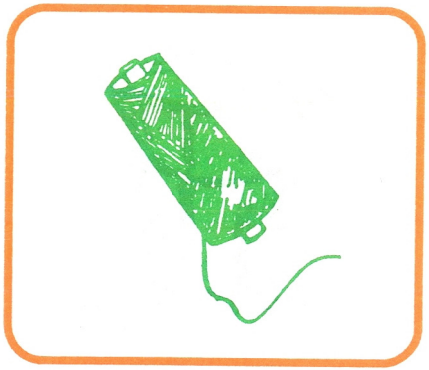
217. दुवडो



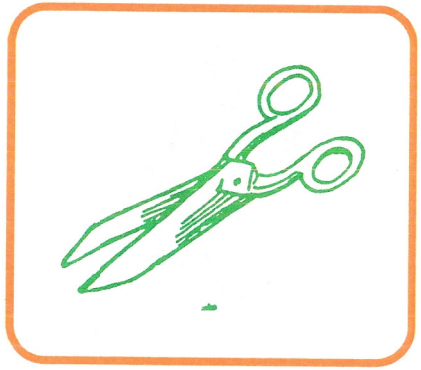
218. पिनों



219. हुय

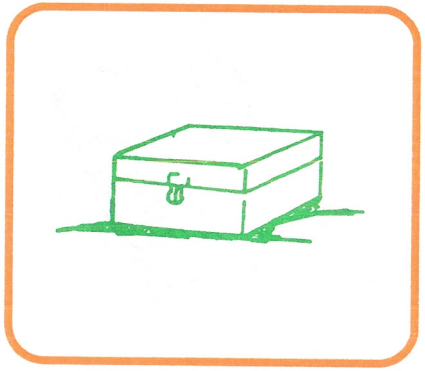


220. दुरू



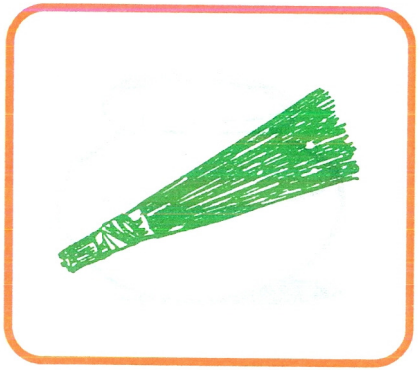
221. कात्तनी

222. खुतलू



223. पेटी

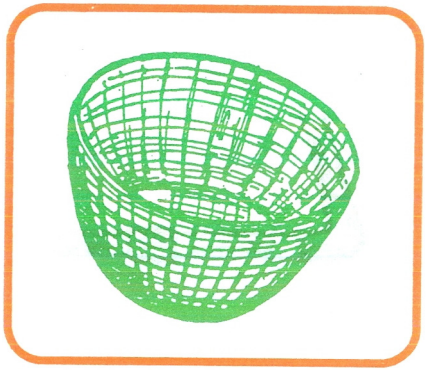
224. पुतो



225. खराटू

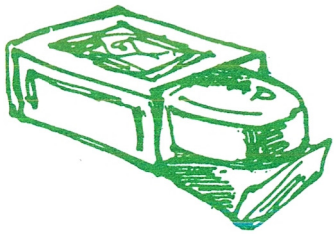
226. डबळो

227. टुपली

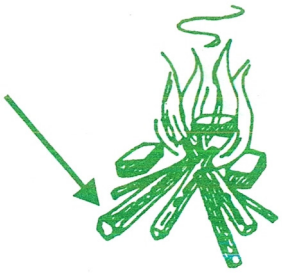


228. डालको

229. बादली

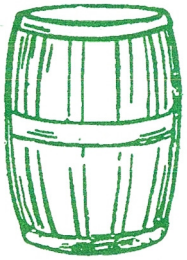


230. हाबू

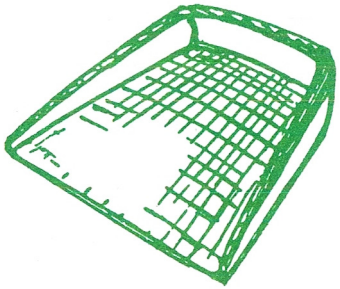


231. कुलतो

232. लिहुण

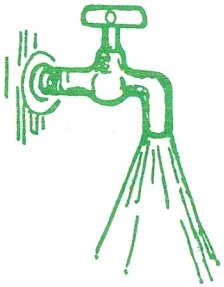


233. खोको



234. हुपडो

235. पाणीन डबडो



236. नळ

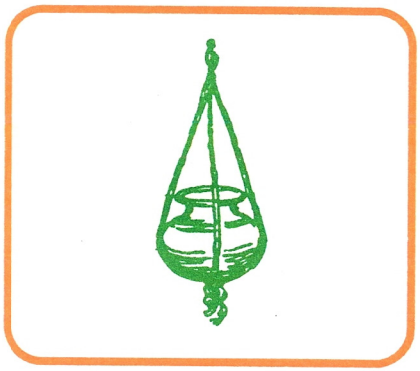
237. नलू

238. कुपू

239. डुसरो

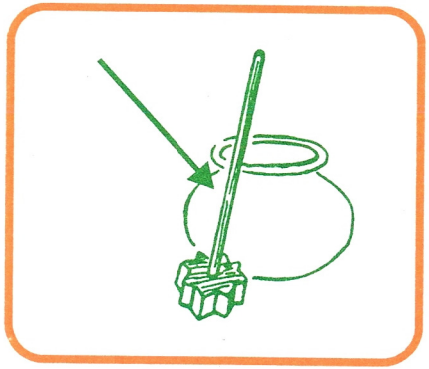
240. आड्यों

241. डुसरी

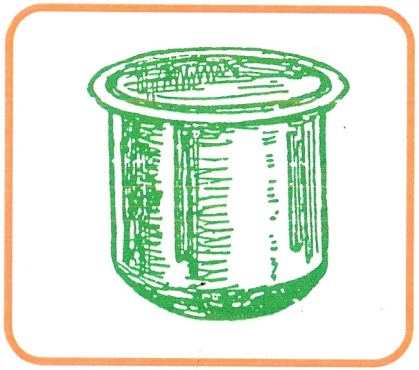


242. हिकू

243. कौवड्यू

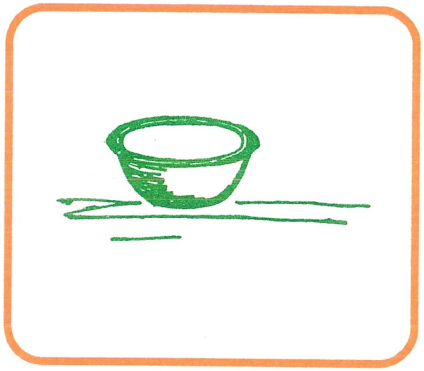


244. रवी

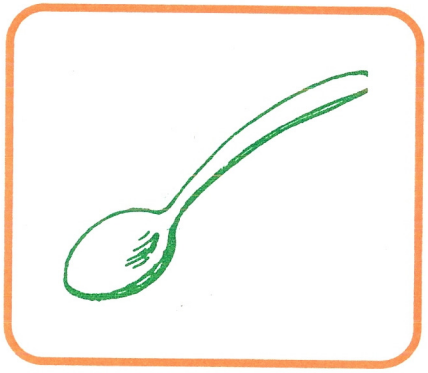


245. आदवाल्य

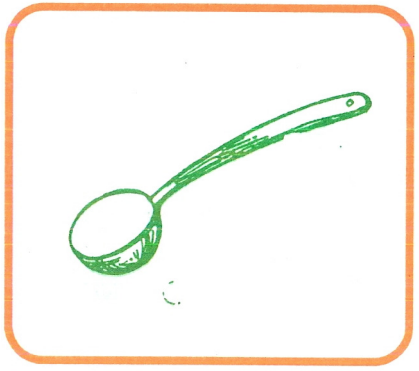
246. डापण्य



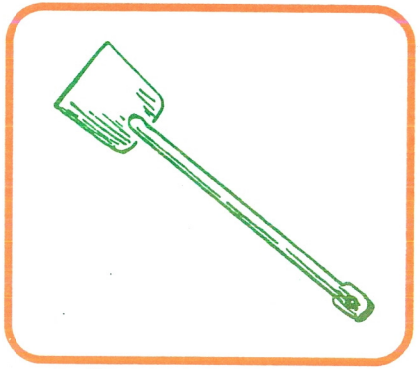
247. वाटकी



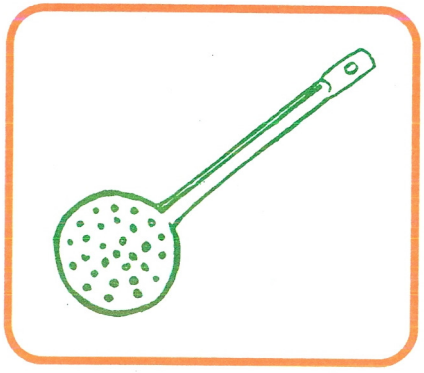
248. कळसी



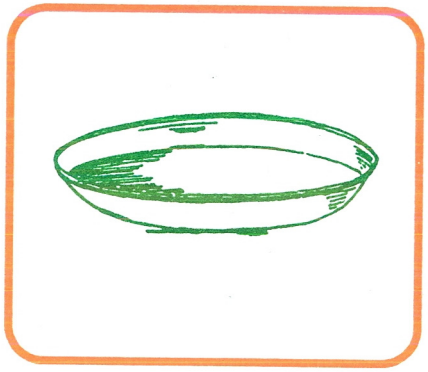
249. चाटू



250. चिंमटू

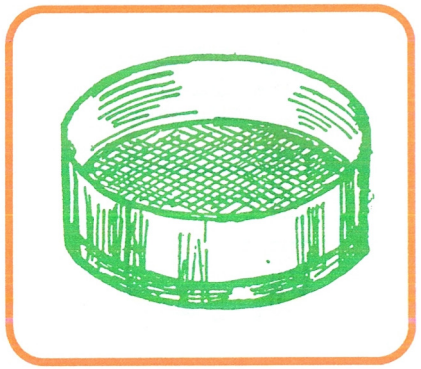


251. जारू

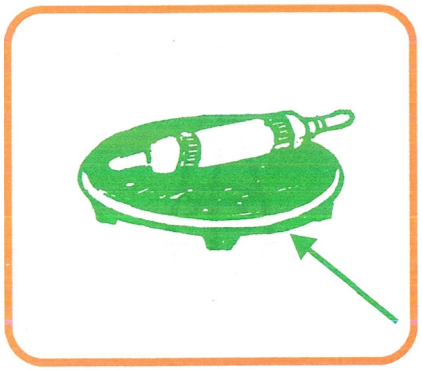


252. परात

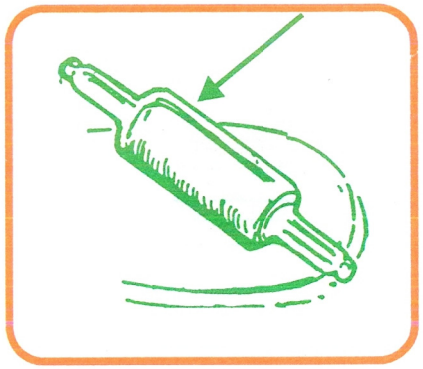
253. ग्लास



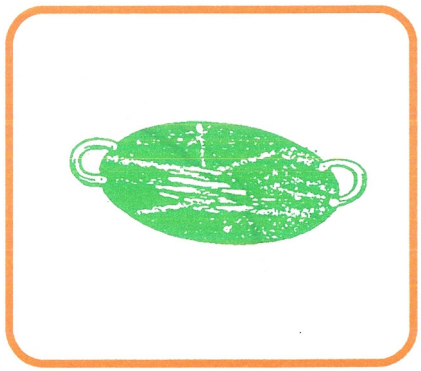
254. सान्नी



255. लाटडो

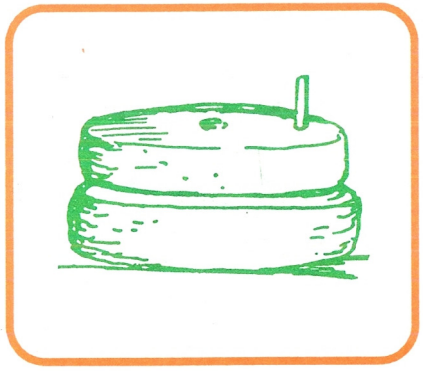


256. नली

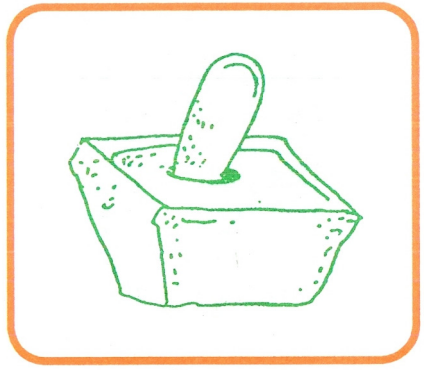


257. तवू

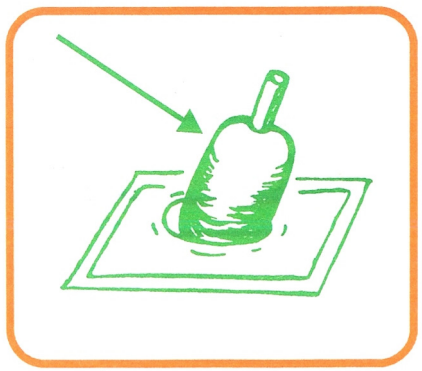
258. कडाई



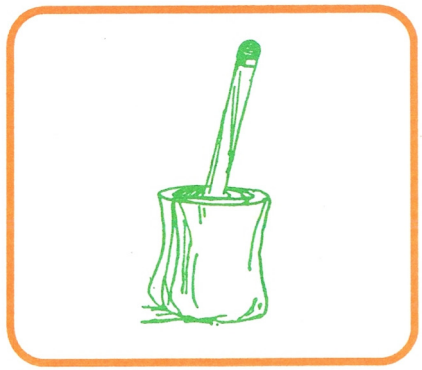
259. घट्टी



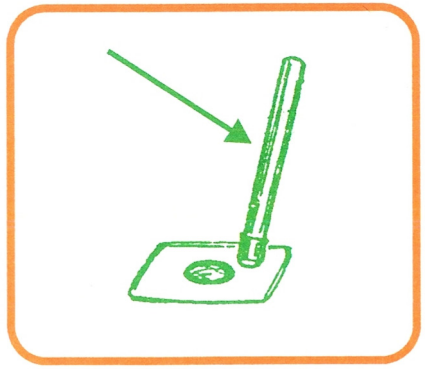
260. खाडण्यों



261. गुंडू

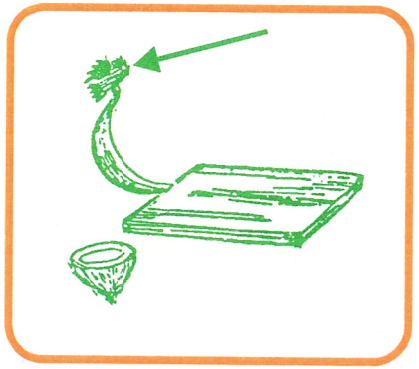


262. उखल

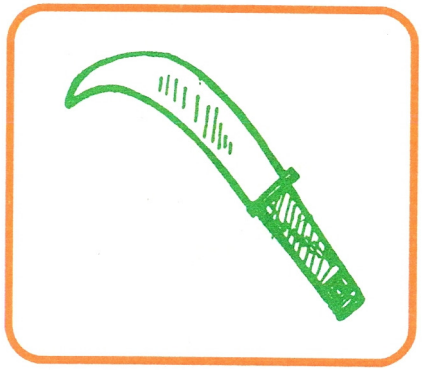


263. मुहलों

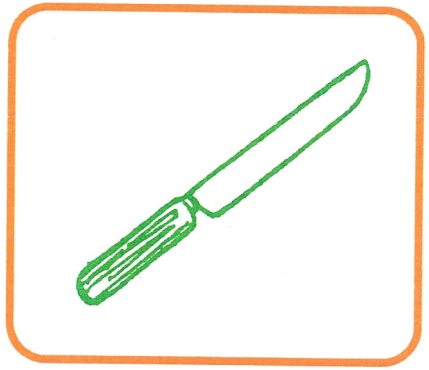
264. सुरी



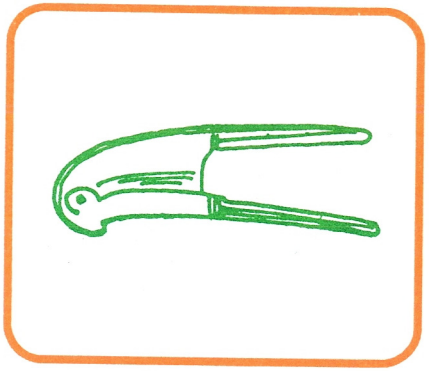
265. किसन्य



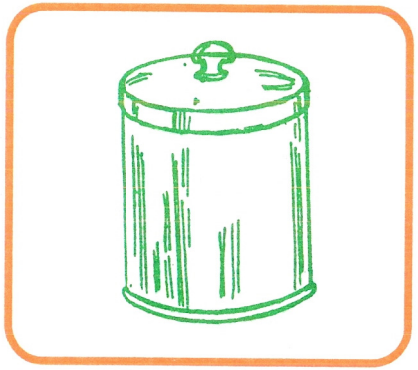
266. कोयतो



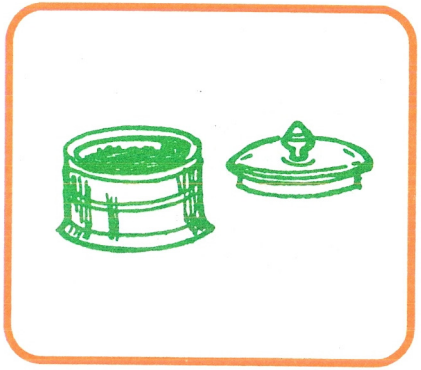
267. सकु



268. हारादो

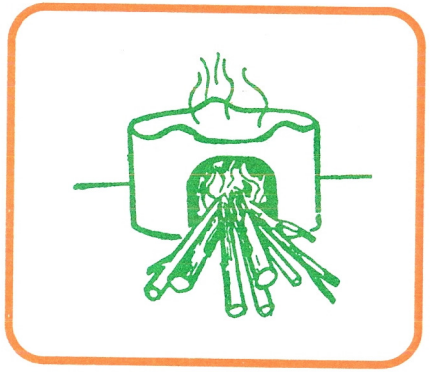


269. डबों

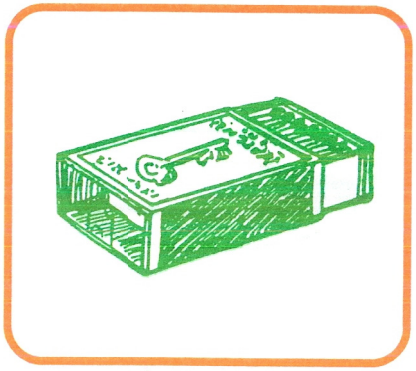


270. डापण्य

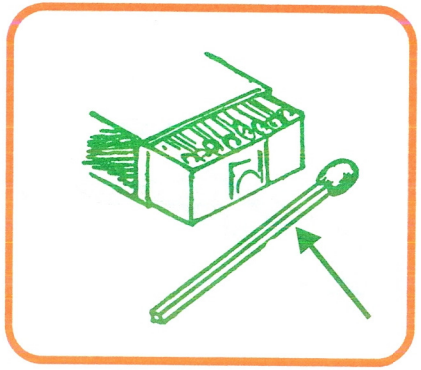
271. जंबू



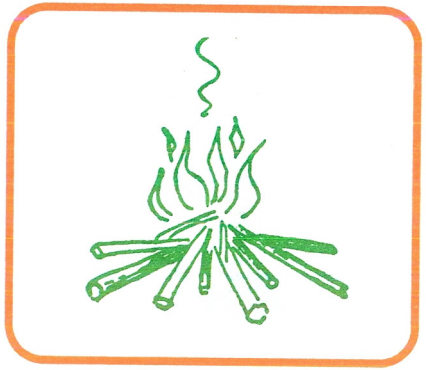
272. चुलू



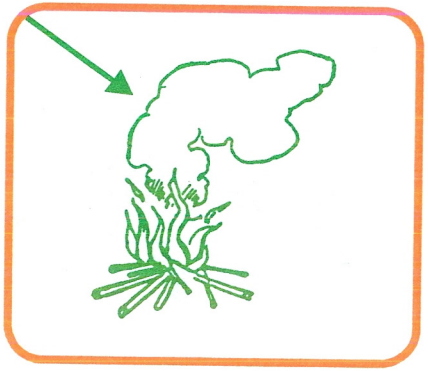
273. आगपेटी



274. हुटी

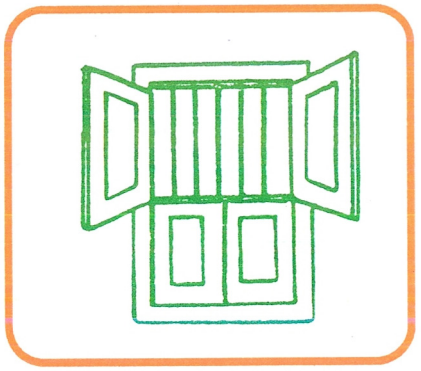


275. आट्ठी

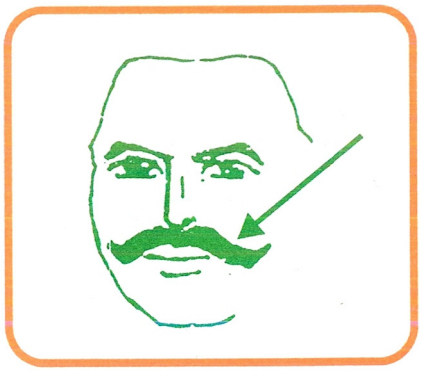


276. दुवाणू

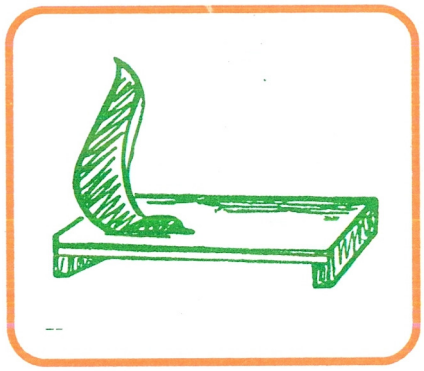
277.



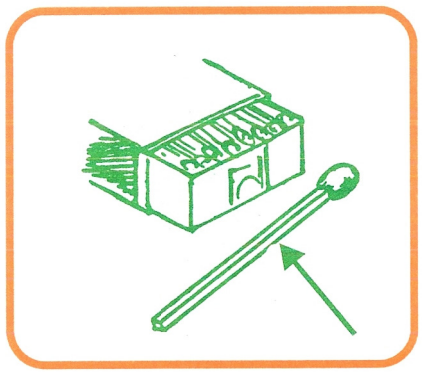
278.



279.



280.



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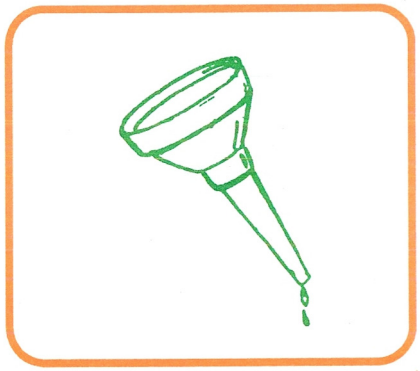
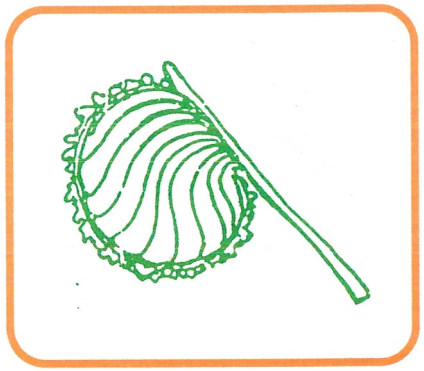


282.



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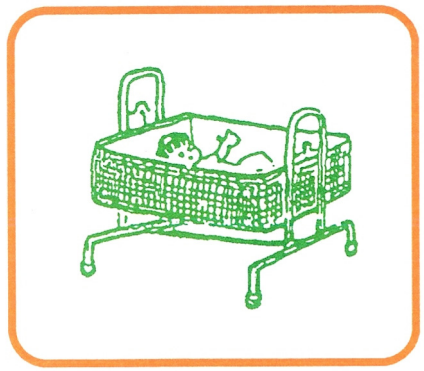

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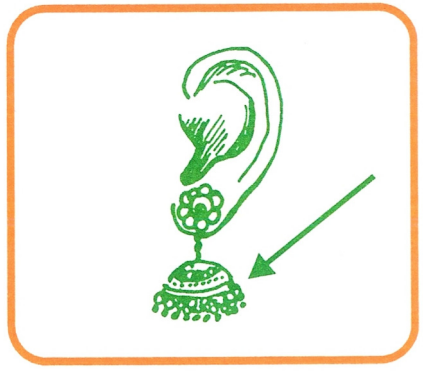

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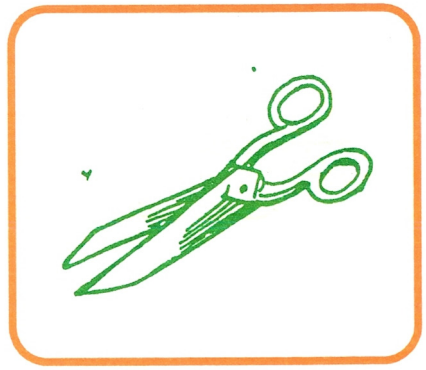

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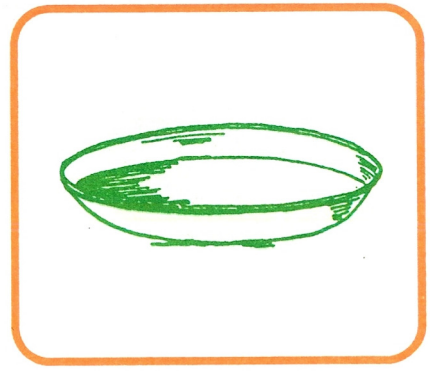

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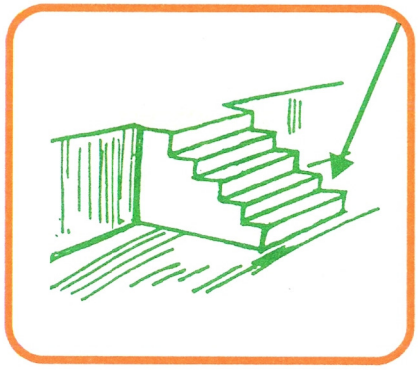

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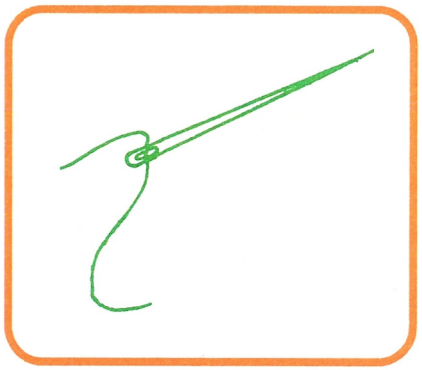

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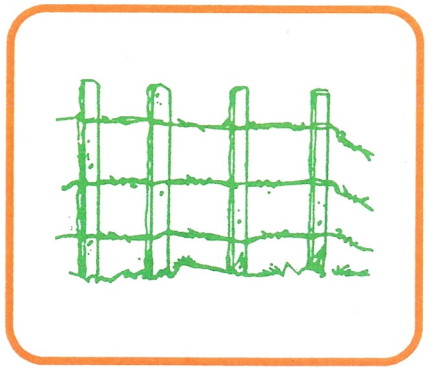

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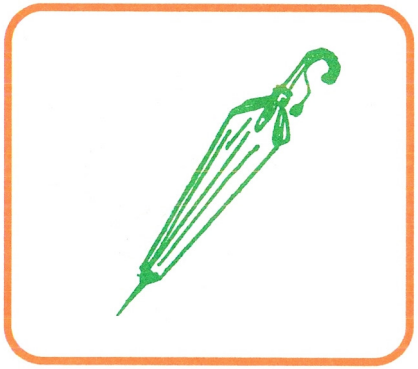

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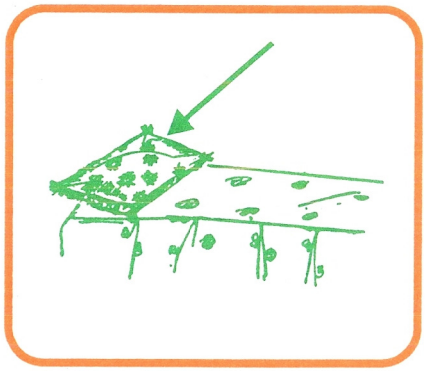

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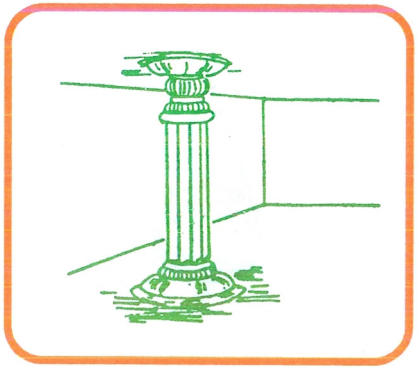

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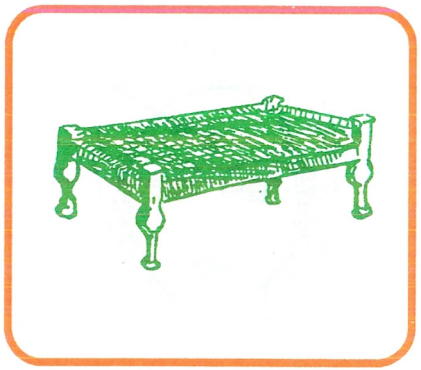

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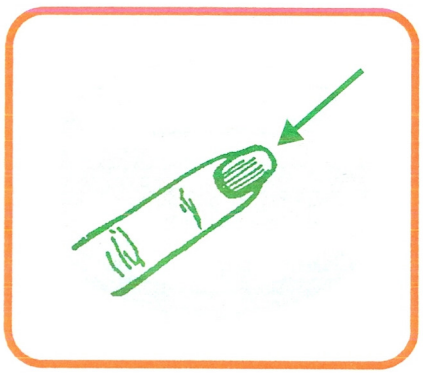

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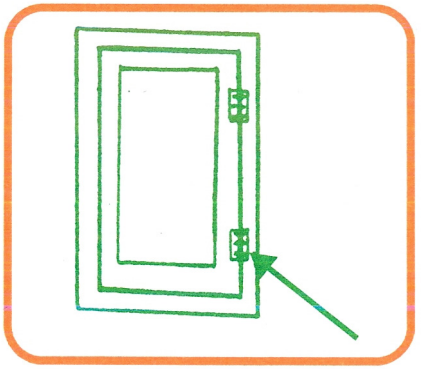
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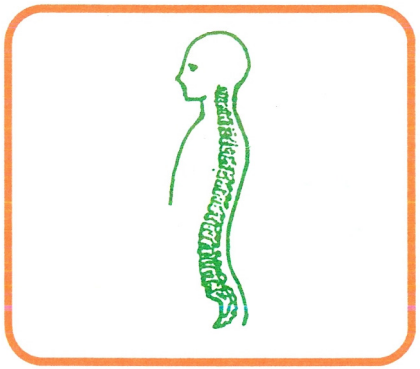
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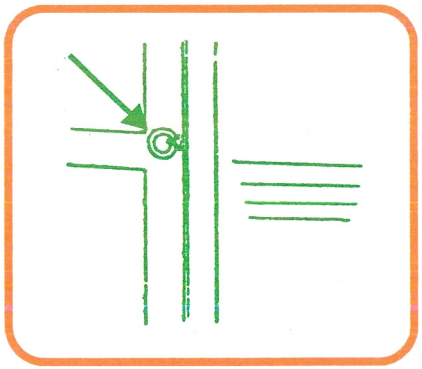
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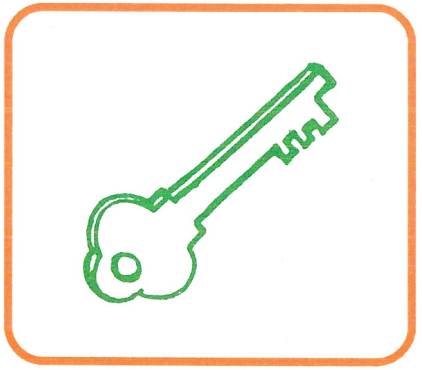
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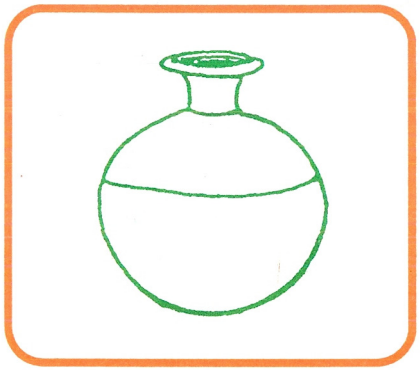
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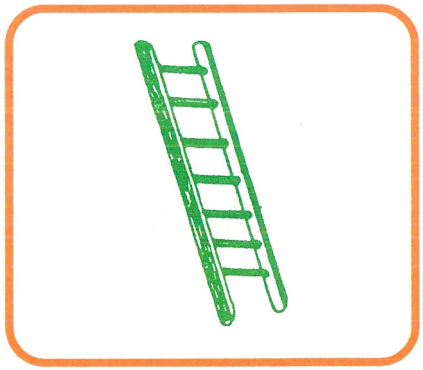
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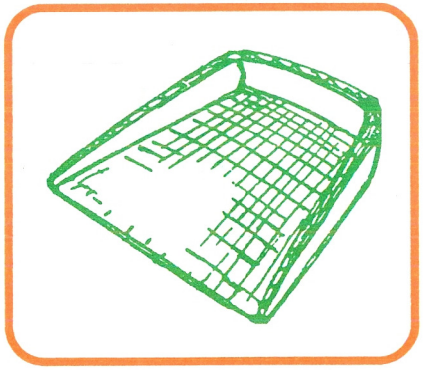
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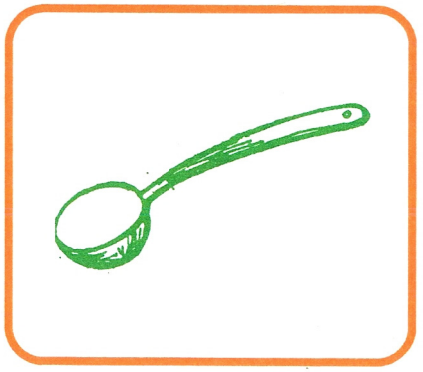
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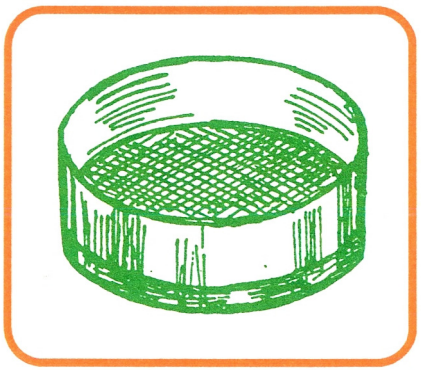
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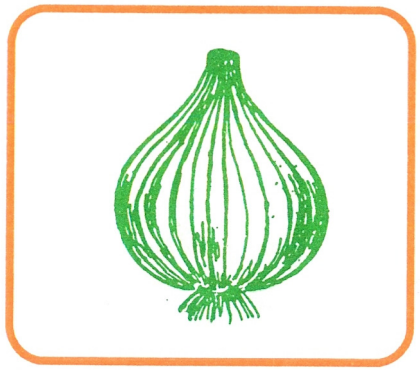
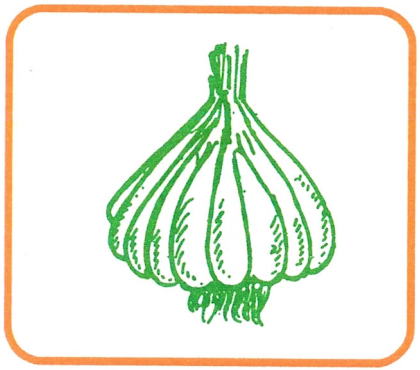
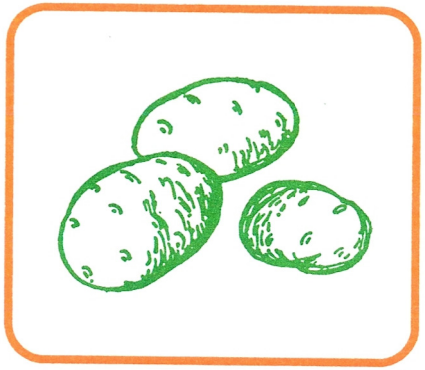


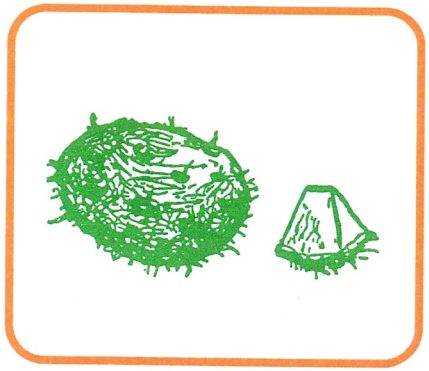
313. दुंगली



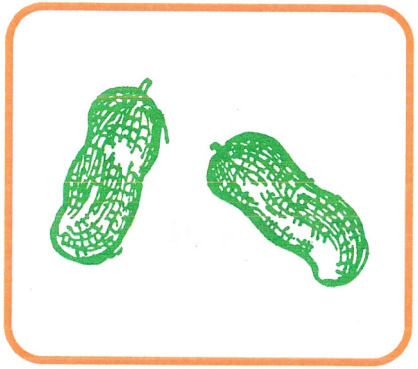
314. लोहणो



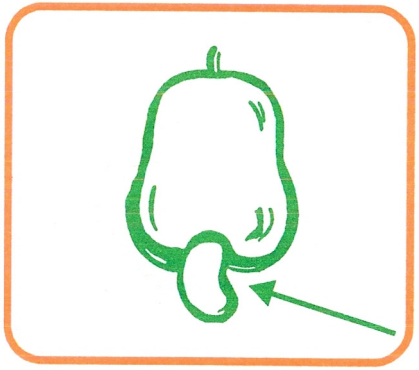
315. बटाटा



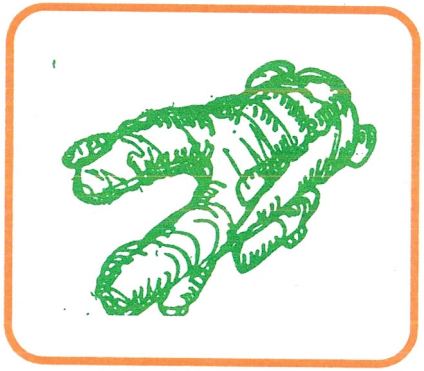
316. सुरमो



317. मुंग्या



318. काजू



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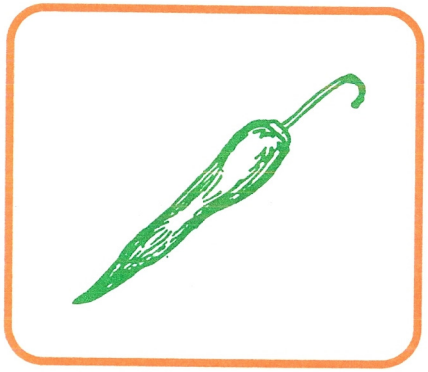
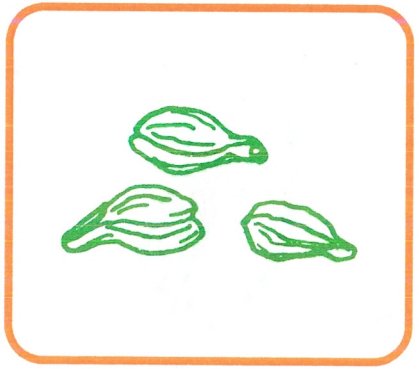
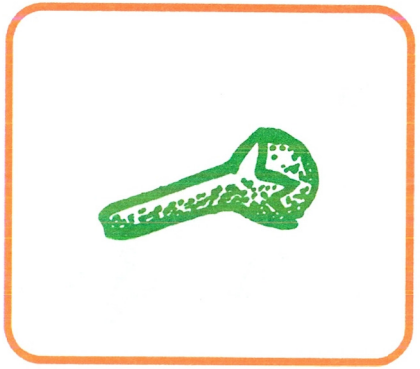


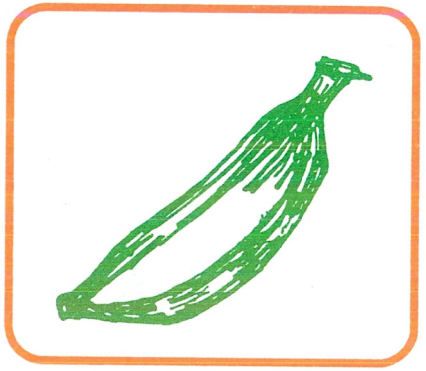
320. मिरची



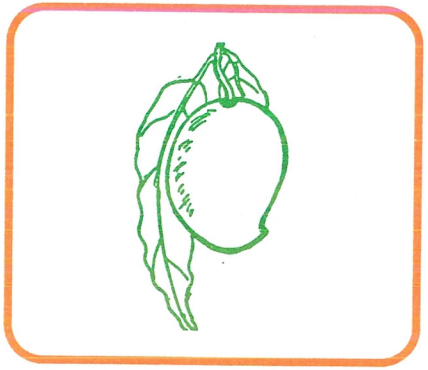
321. इलायची



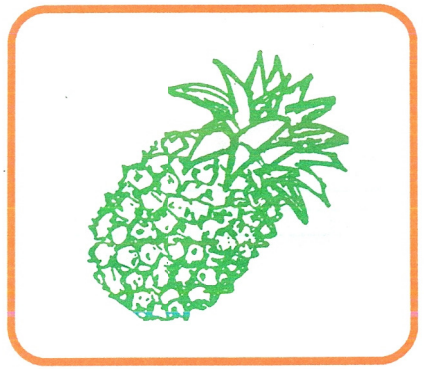
322. लोंग



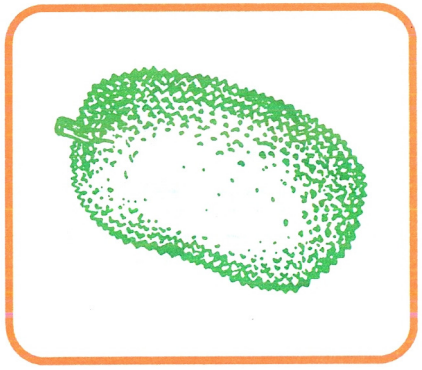
323. केलो



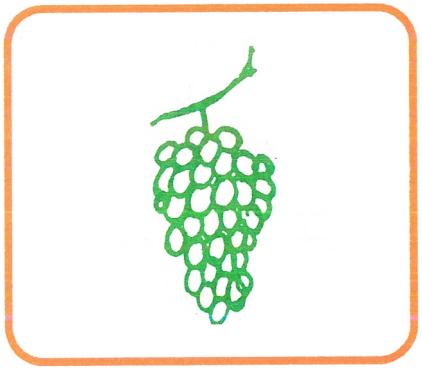
324. आंबो



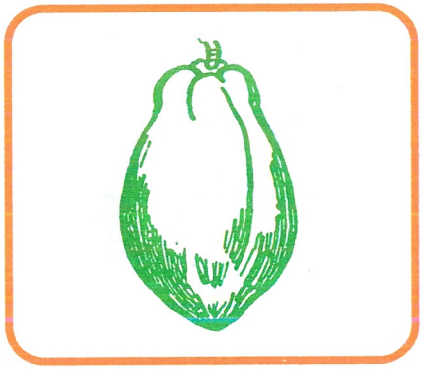
325. अननस



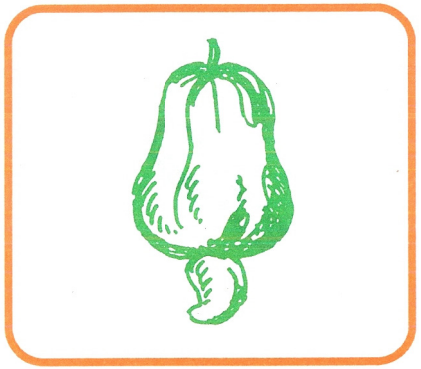
326. फणस



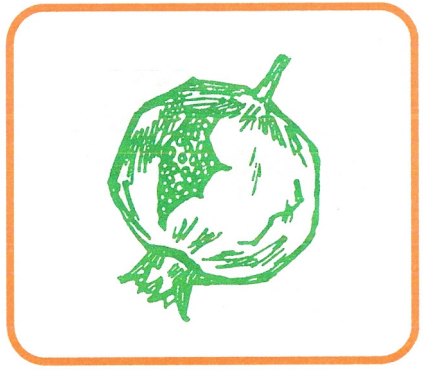
327. द्राक्षा



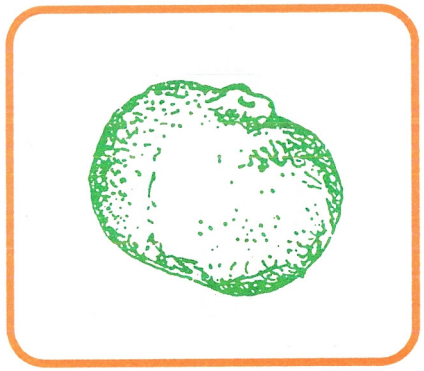
328. अंड काकडो



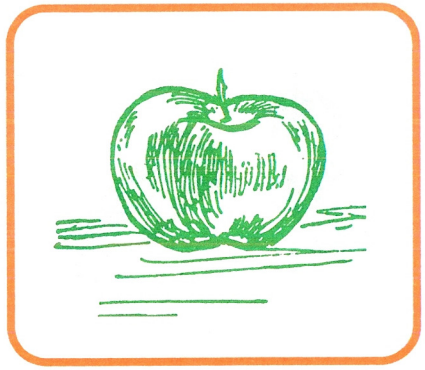
329. काकडू



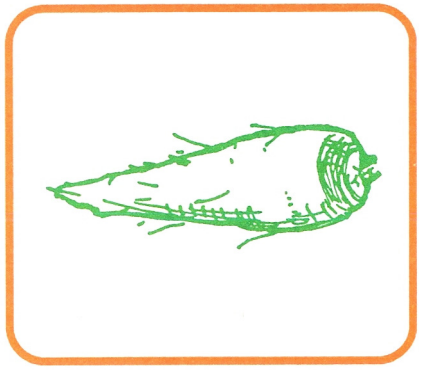
330. डाळीम



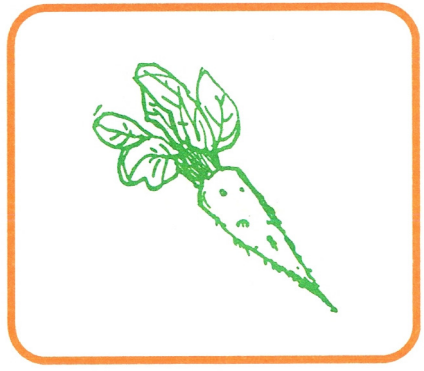
331. निबवलो



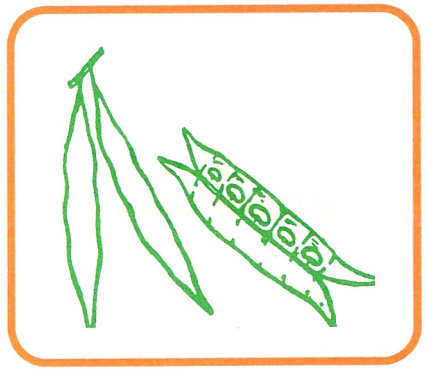
332. सफरचंद



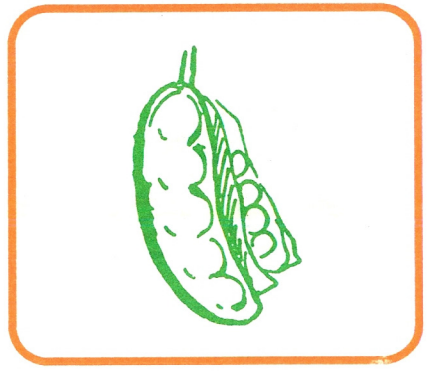
333. रातलू मुलू



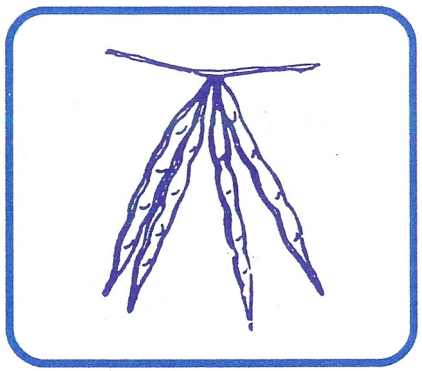
334. सरकू मुलू



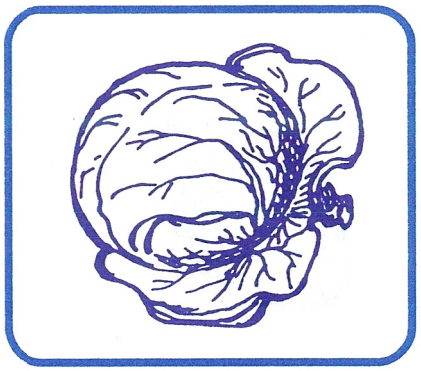
335. तुवऱ्या



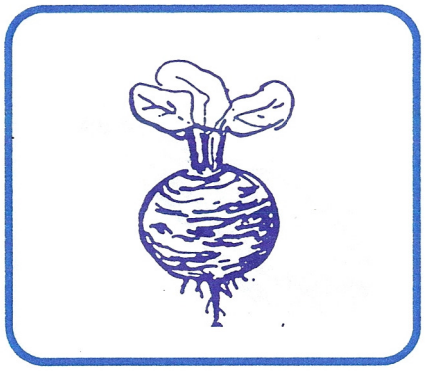
336. वाल पापडी



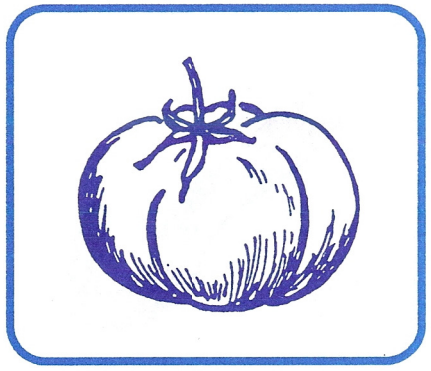
337. गवाऱ्या



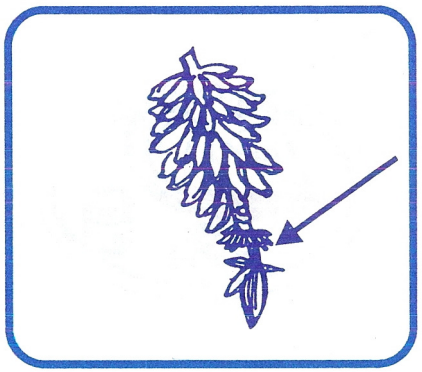
338. कोबी



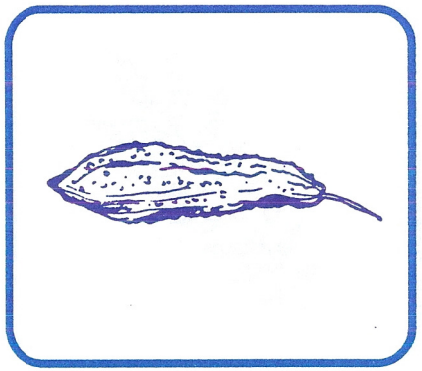
339. उहवल्य



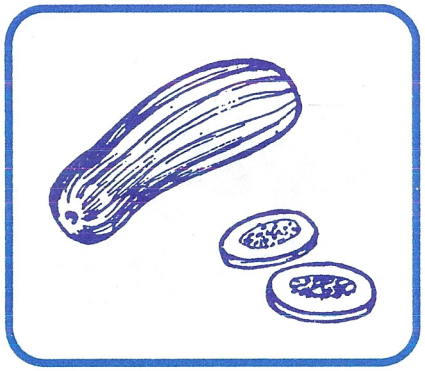
340. टमाटों



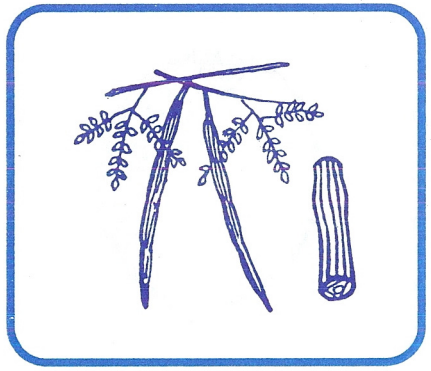
341. गुडू



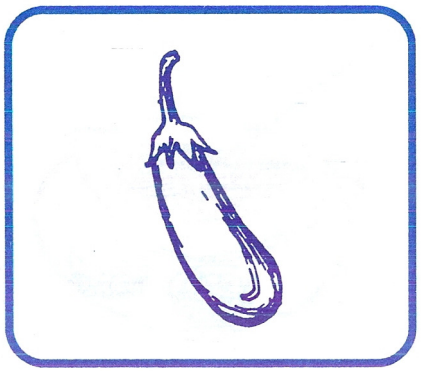
342. केल्लो



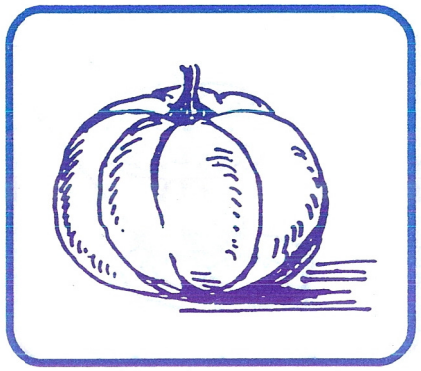
343. काकडो



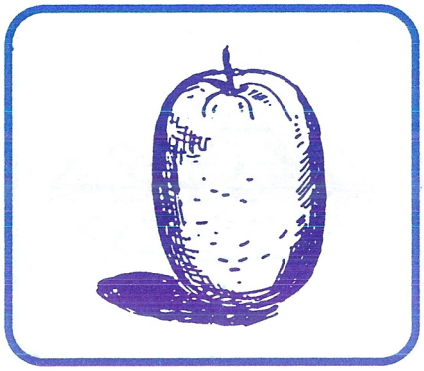
344. हेगलो



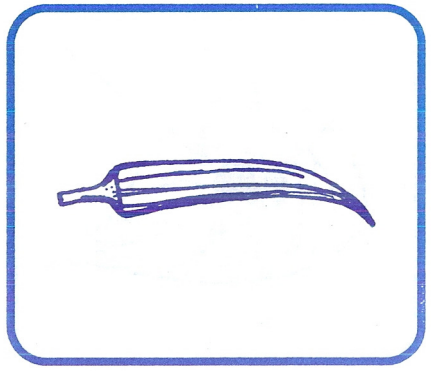
345. रिंगणो



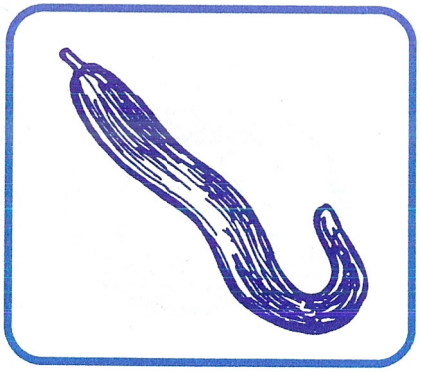
346. कुलो



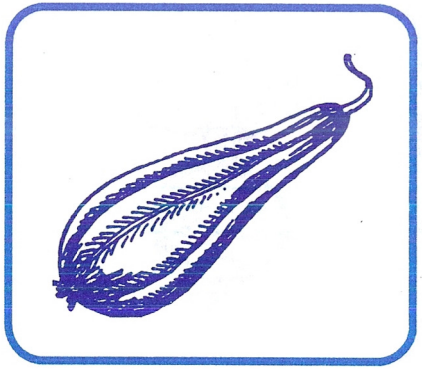
347. बुरकुलो



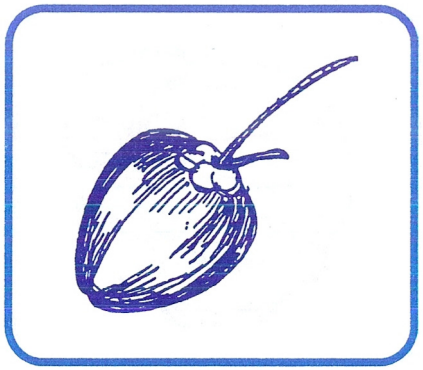
348. भेंडो



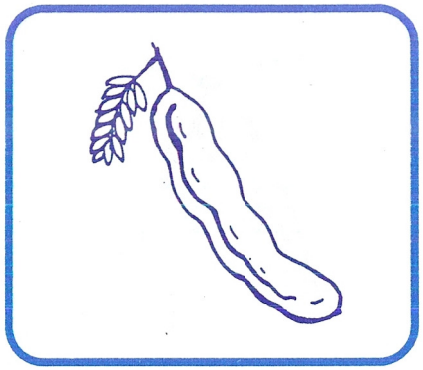
349. दुध्ल तुंबडो



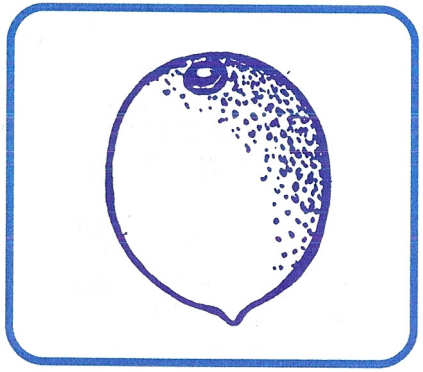
350. डुटको



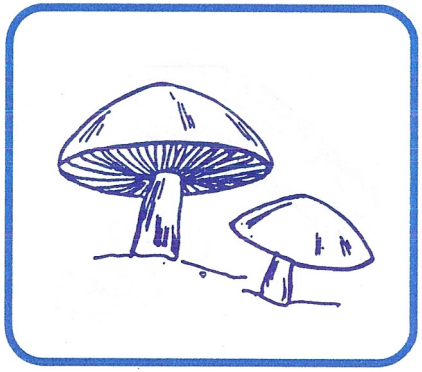
351. बुंड्या



352. आमलो

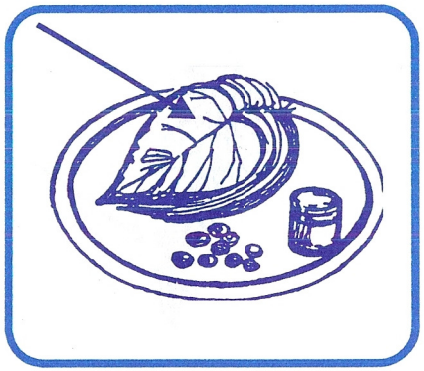


353. निबवलो

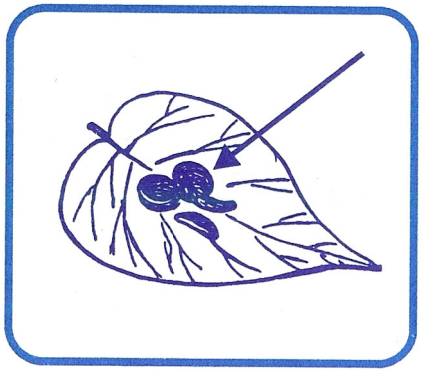


354. हेलाती

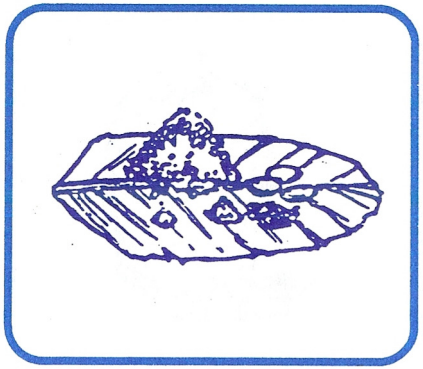
355. कडीपत्ती



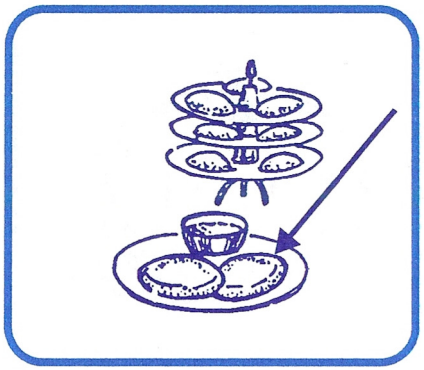
356. पाने



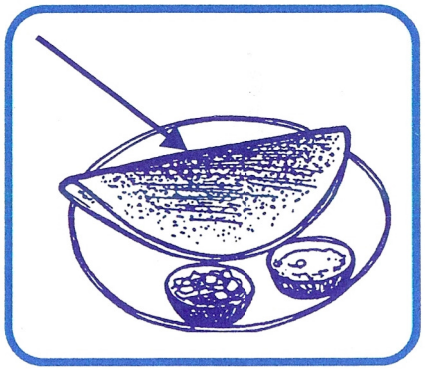
357. हुपारी



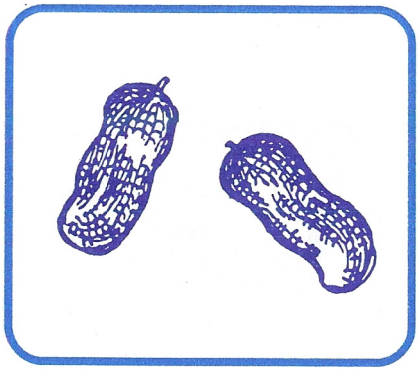
358. खांणों



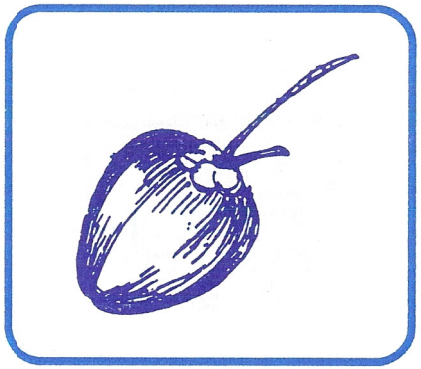
359. पुऱ्यारूटा



360. रूटू



361.



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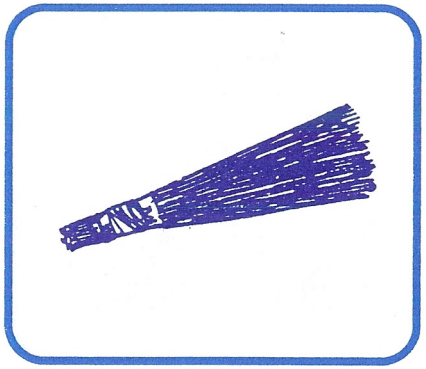
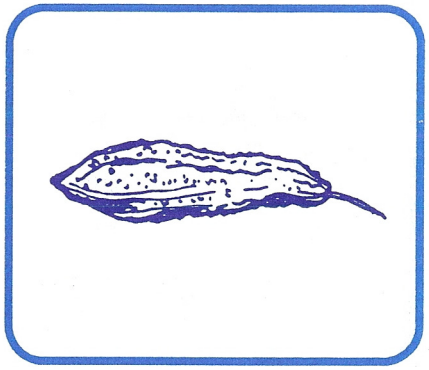
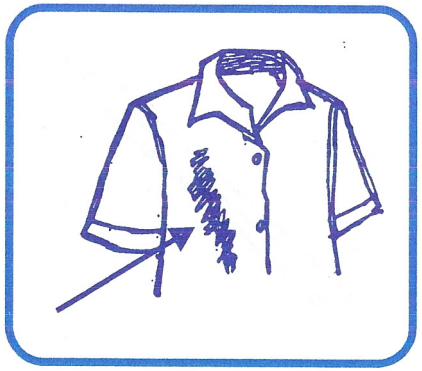


363.



364.



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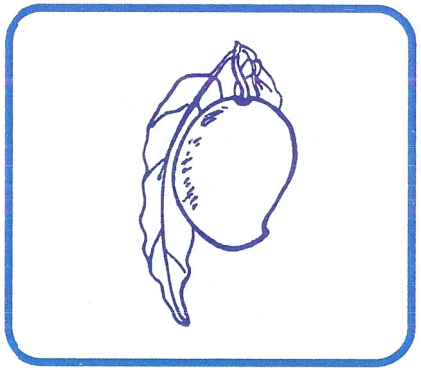

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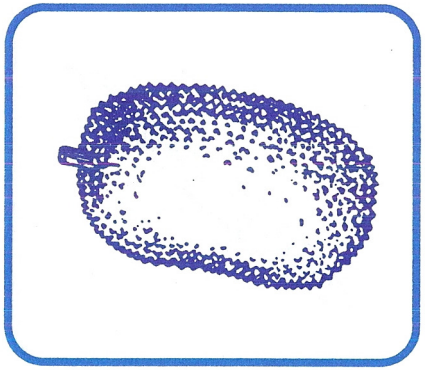

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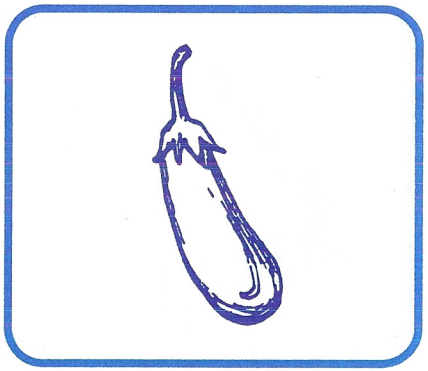

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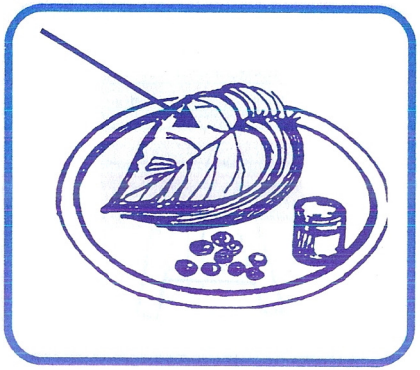

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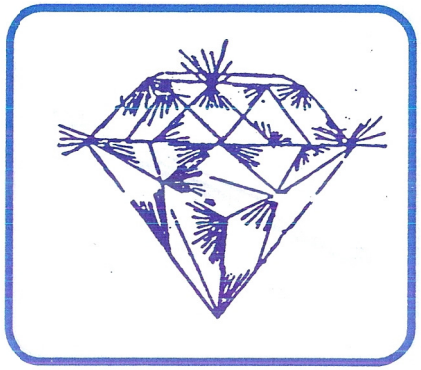

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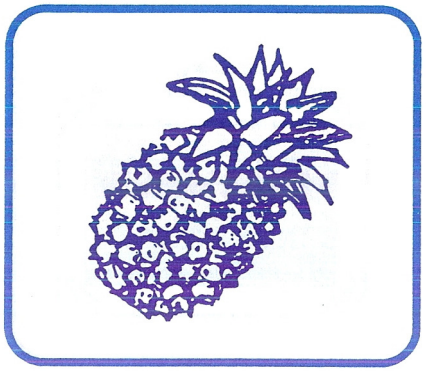

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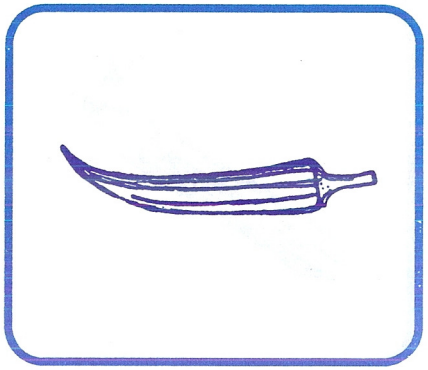
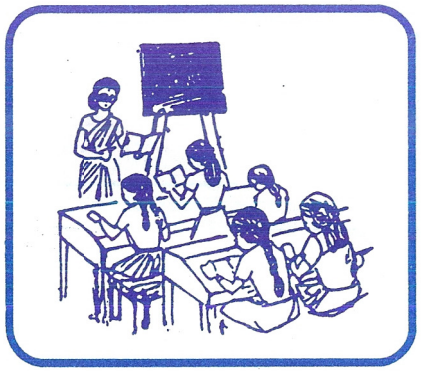
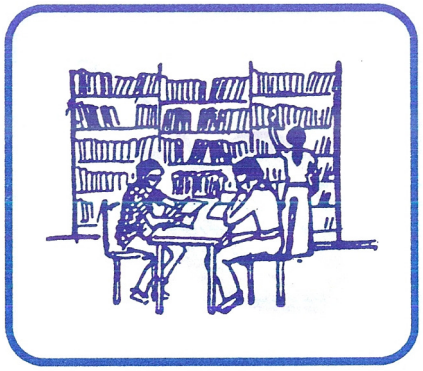


372.

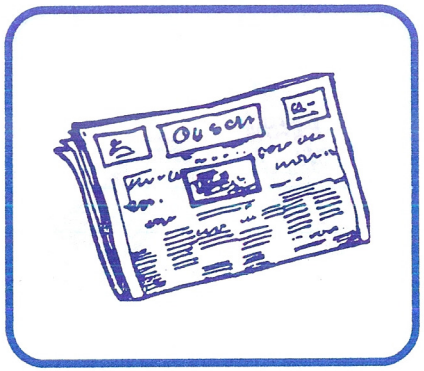
373. शाळा



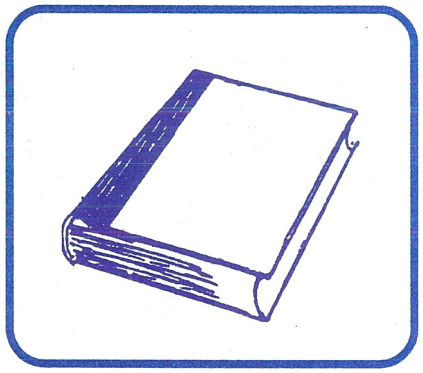
374. खुली



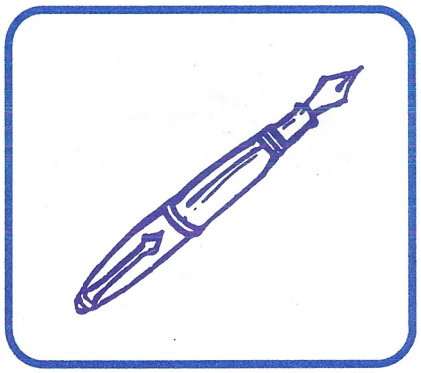
375. वाचणेन खुली



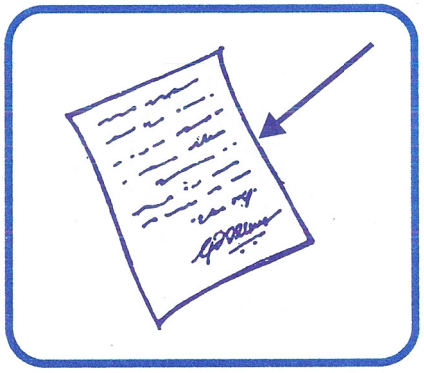
376. पेपर



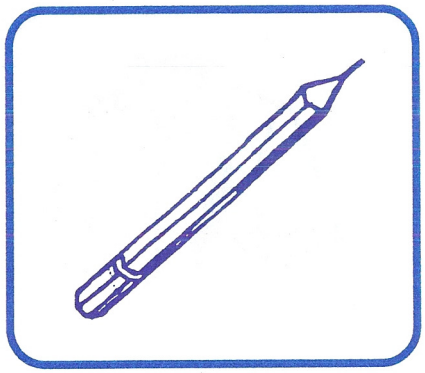
377. वोही



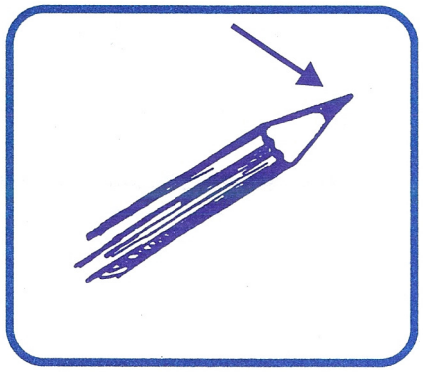
378. साय पेन



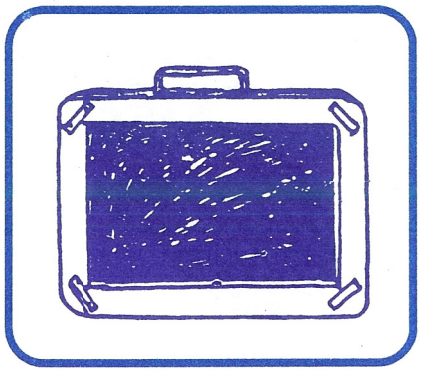
379. छापलो कागल



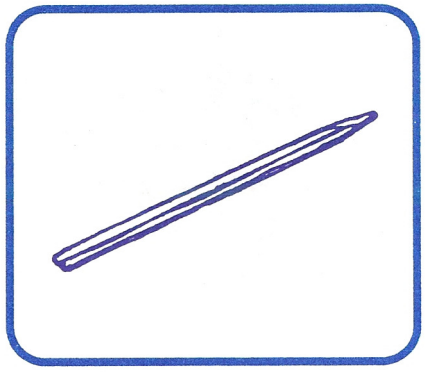
380. सिस स्पेनसिल



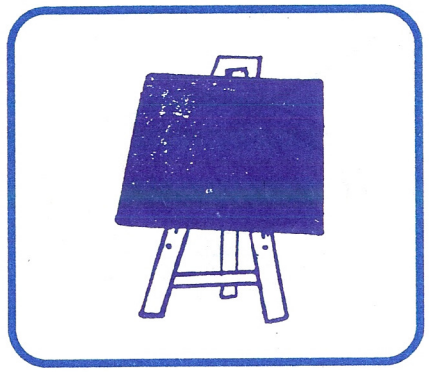
381. धार



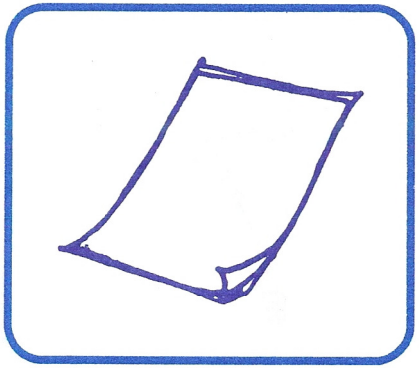
382. पाटी



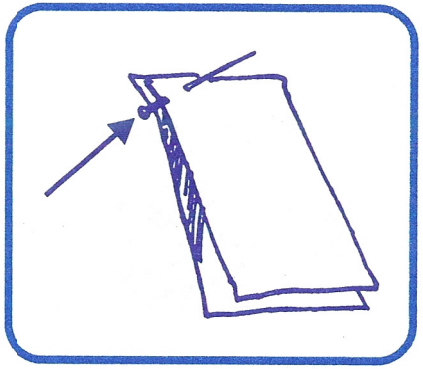
383. स्पेनसिल



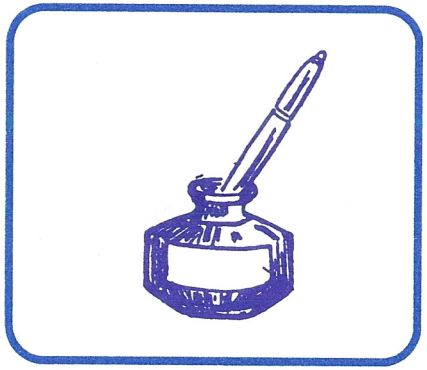
384. फोडू



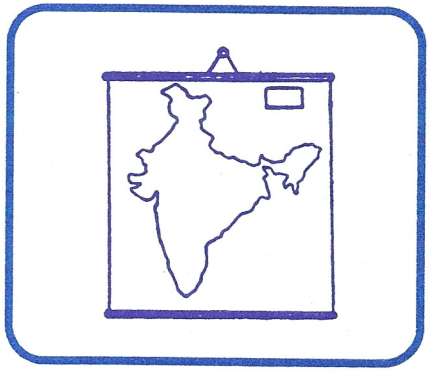
385. कागल



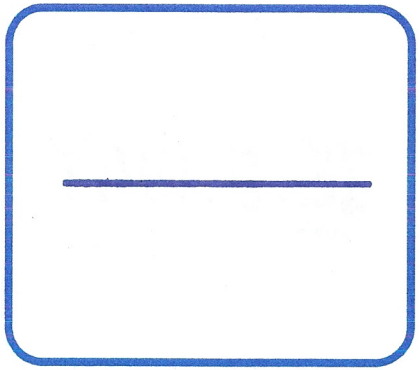
386. पिन



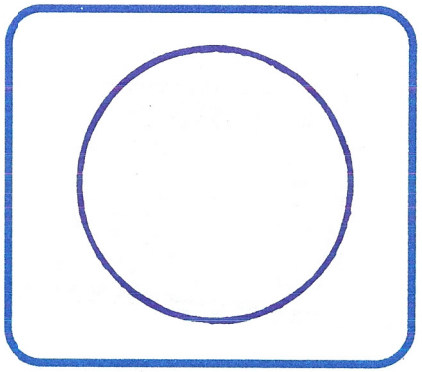
387. साईन आसरी



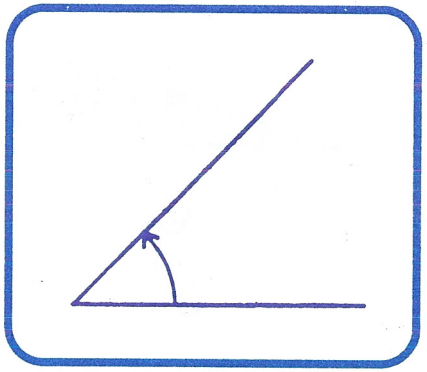
388. नकाशू



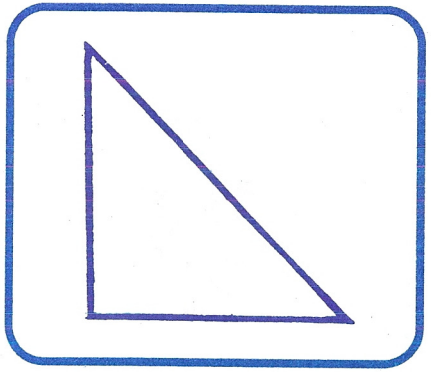
389. रेषू



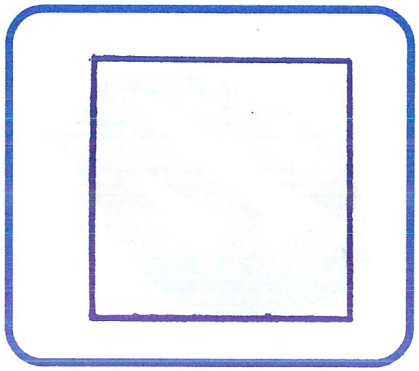
390. गुंडोलों



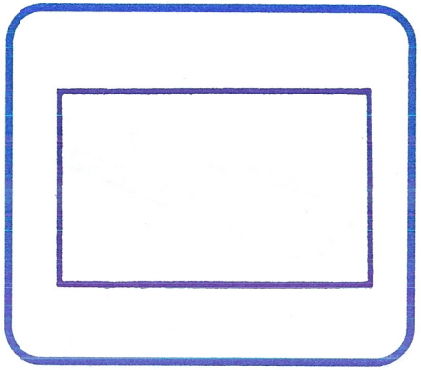
391. तिरपो



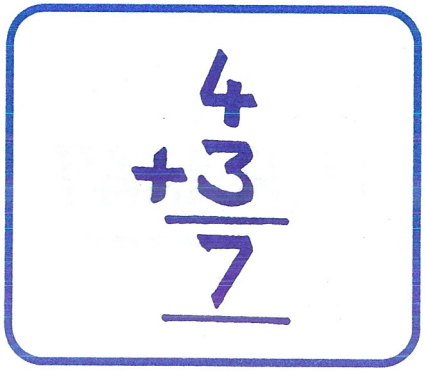
392. तीन खुण्यो



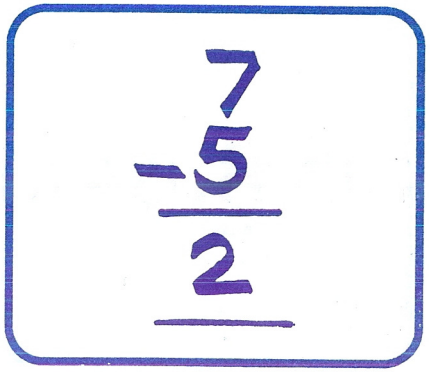
393. चार खुण्यो



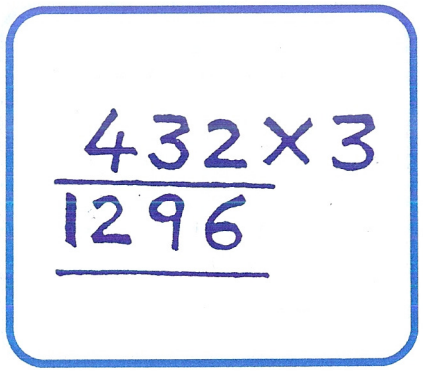
394. लांबलो चार खुण्यो



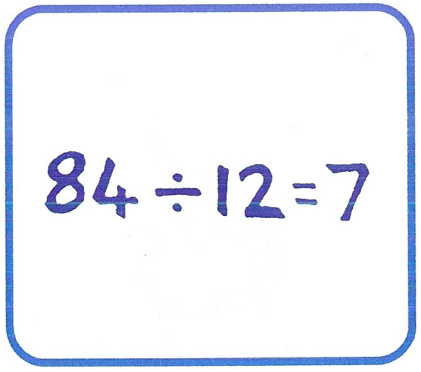
395. अधिक



396. वजा

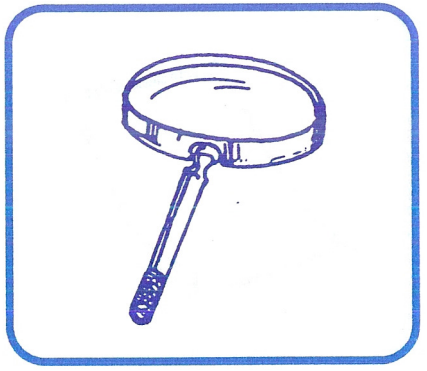


397. गुणाकार

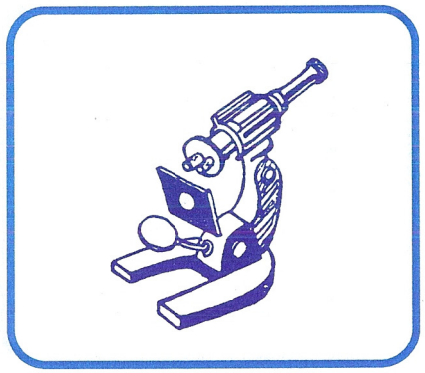


398. भागाकार

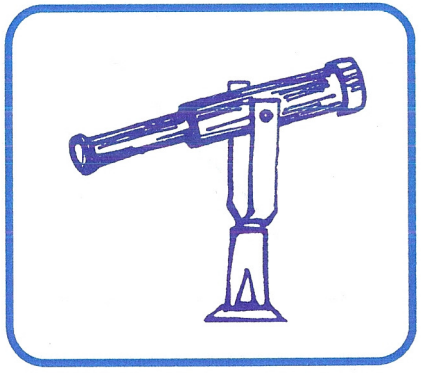
399. प्रयोग



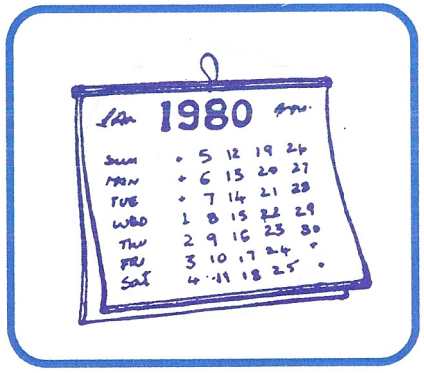
400. बिंग



401. सुक्ष्मदर्शिका



402. दुर्बीन

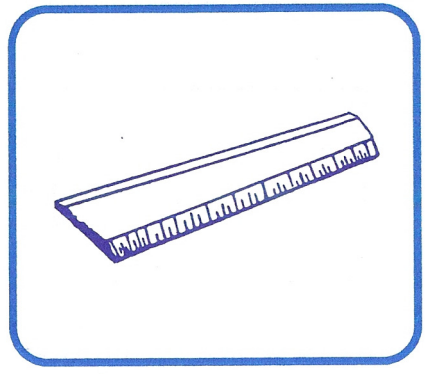


403. तारखन कागल

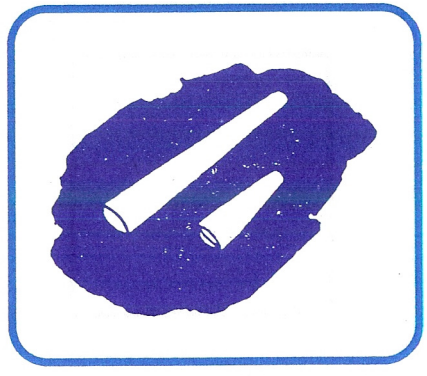
404. दिही

405. मयनो

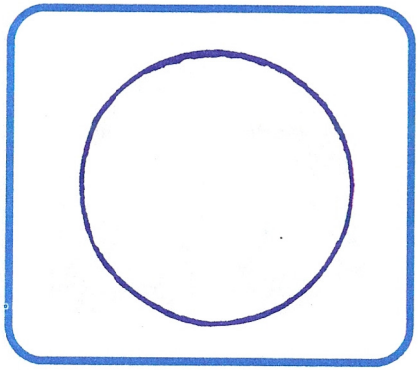
406. साल



407. पोट्टी



408. खडू



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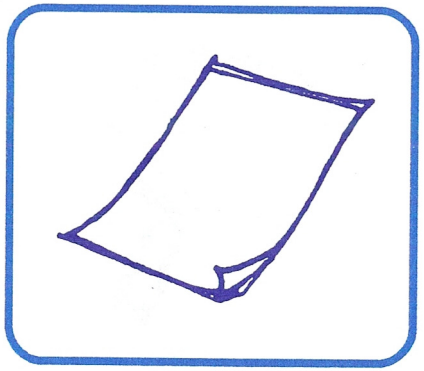

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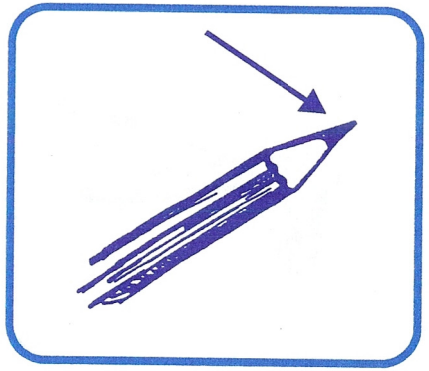

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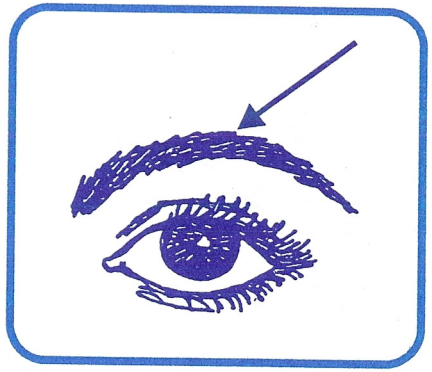

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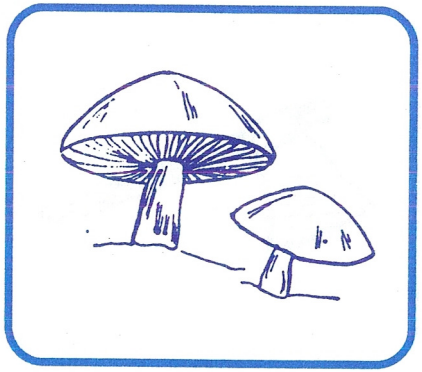

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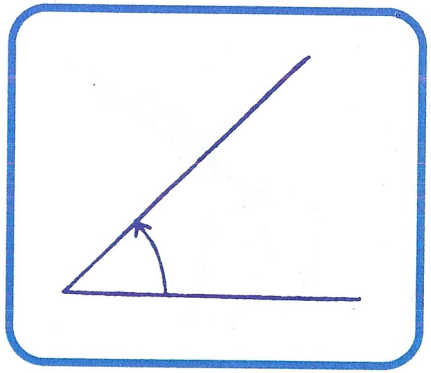

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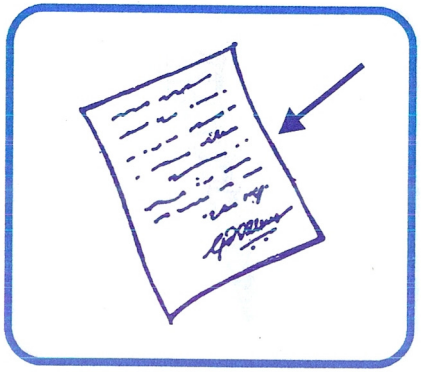

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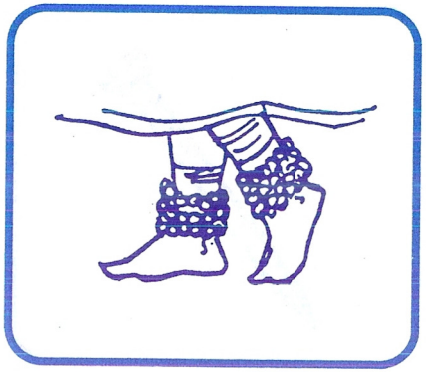

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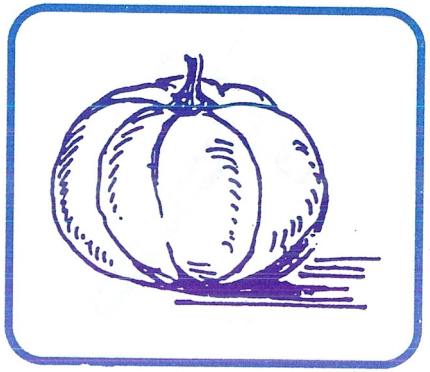

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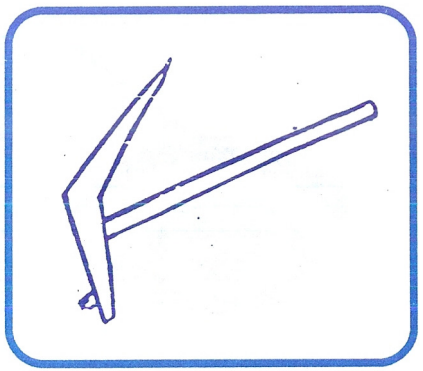
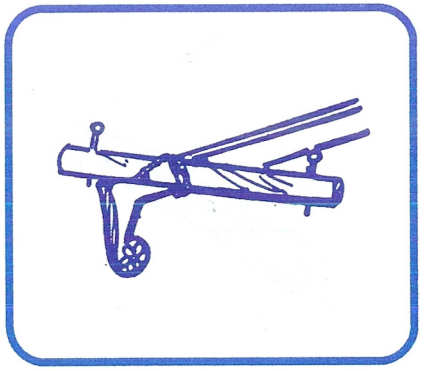
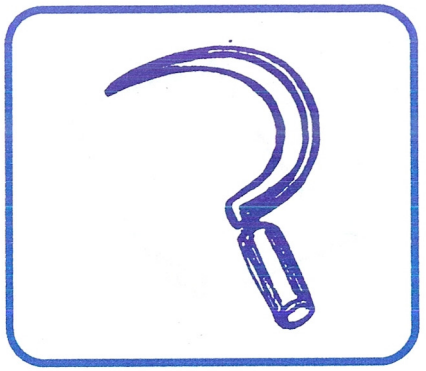


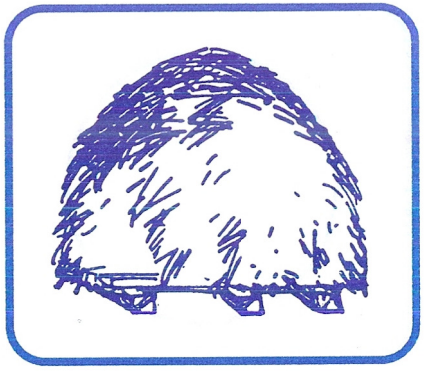
421. ओल



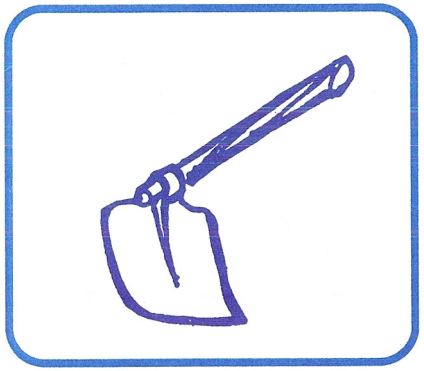
422. जुवालों



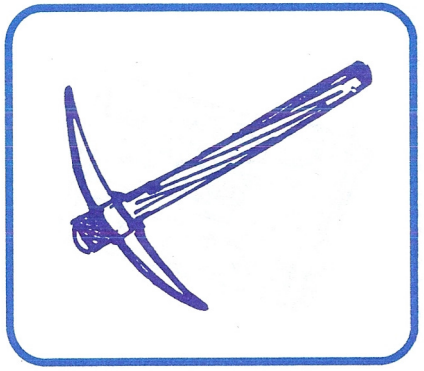
423. दातलू



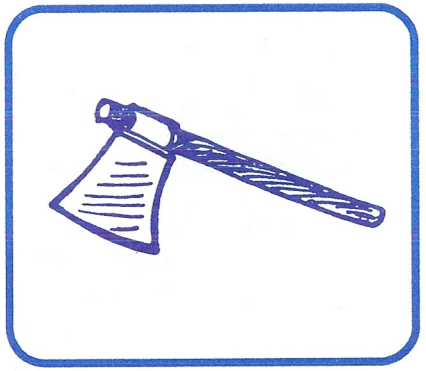
424. उडवो



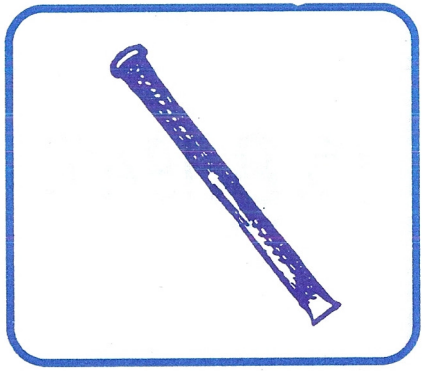
425. पावडी



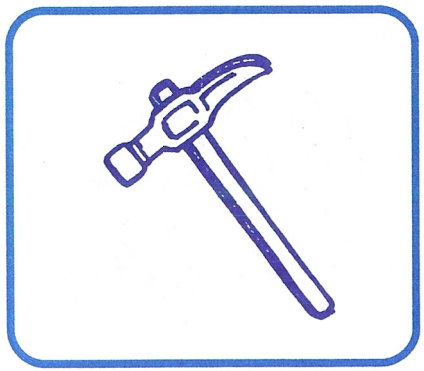
426. टिकीम



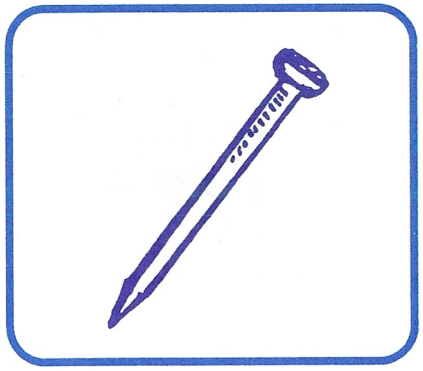
427. कुराळ



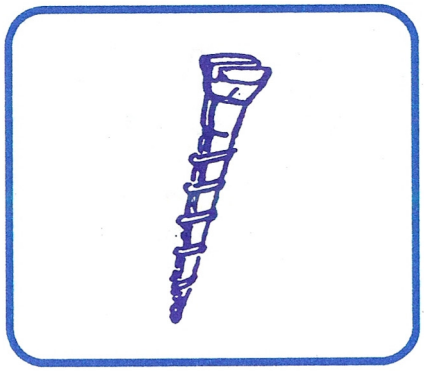
428. कुहलो



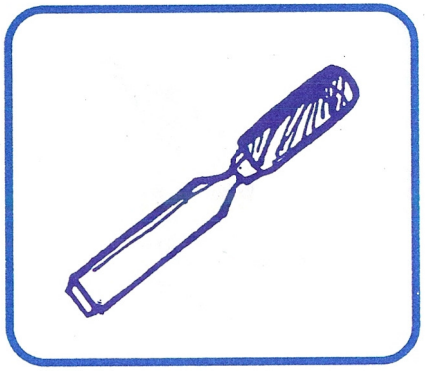
429. टाकणों



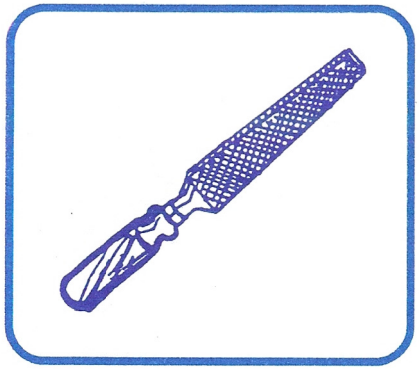
430. खिलू



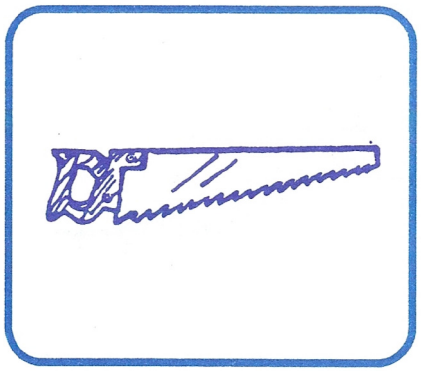
431. पेसवालू खिलू



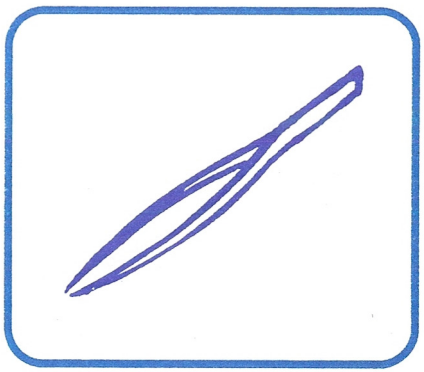
432. विंजणों



433. रेतोळू

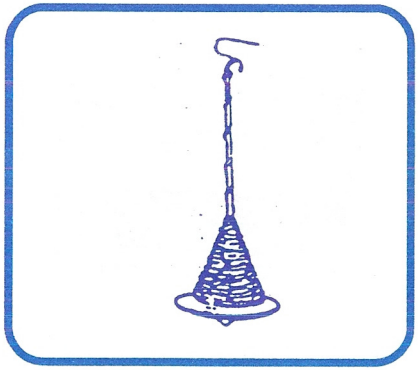


434. करवत

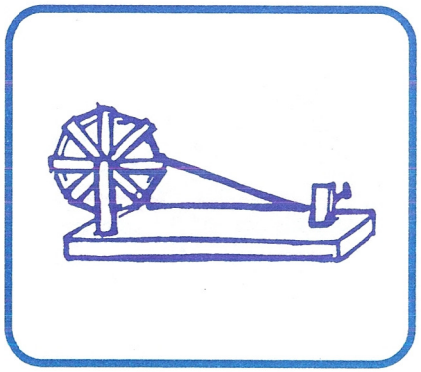


435. चिंमटू

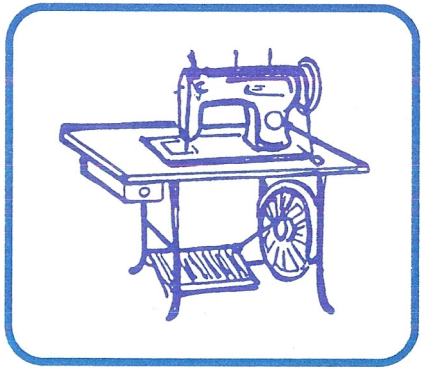
436. केलवण्य



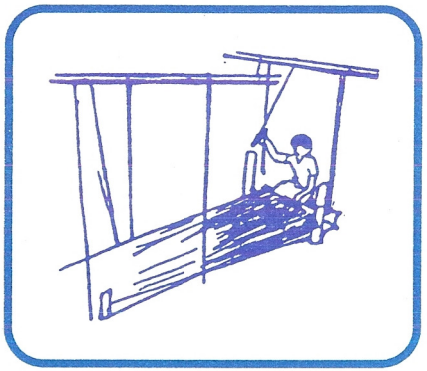
437. दुरू



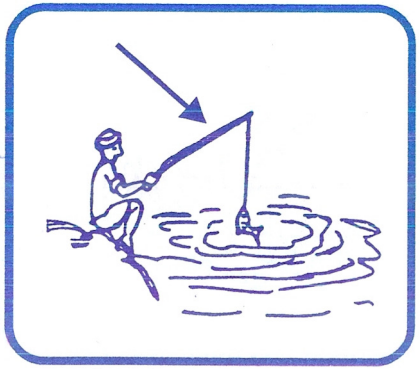
438. सरखो



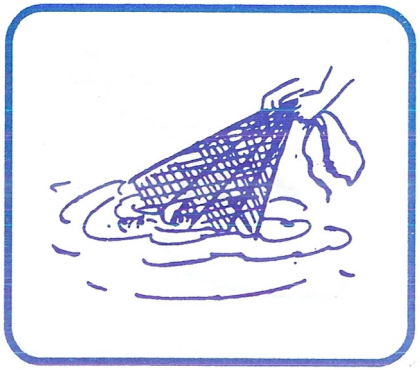
439. हिवणेन मशिन



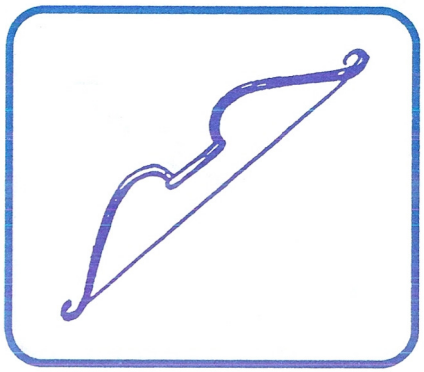
440. हात माग



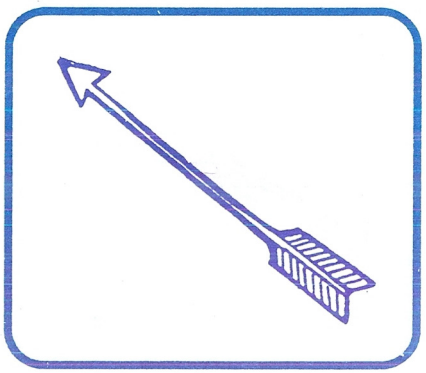
441. गोली



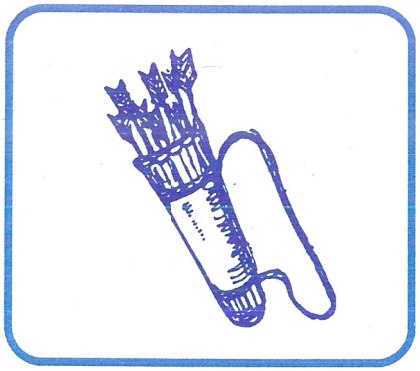
442. जाल



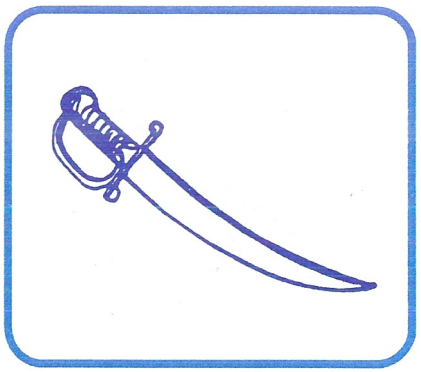
443. धंदुल



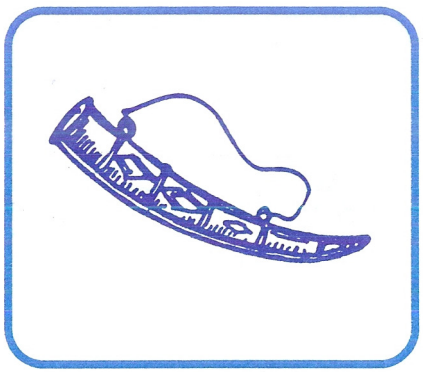
444. बिलखी



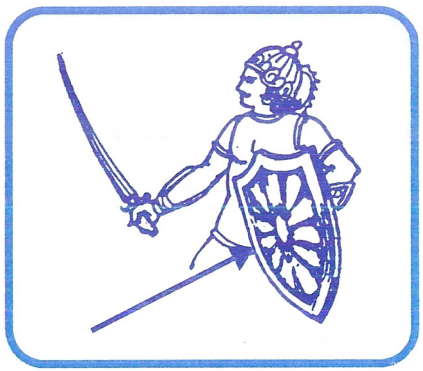
445. बिलखान कंड्यू



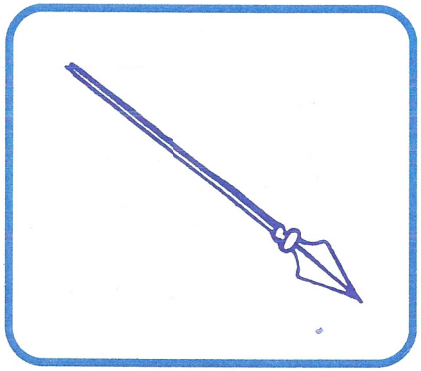
446. तलवार



447. खोकों

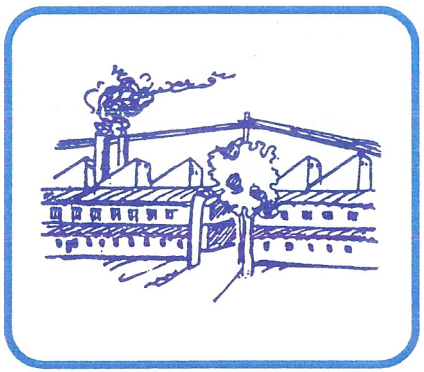


448. डाल

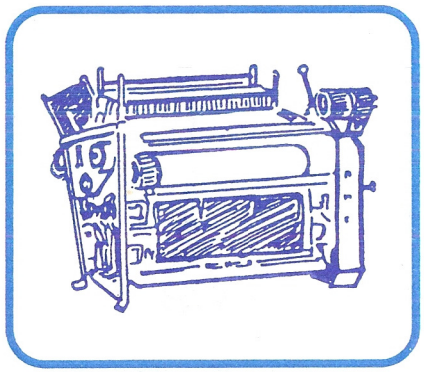


449. डाफो

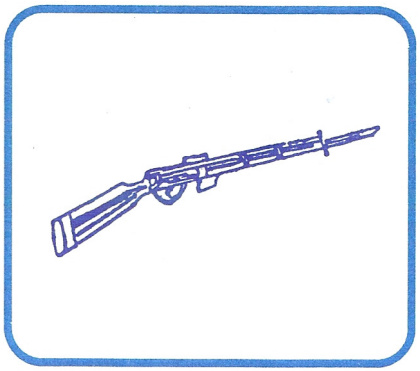
450. सुद



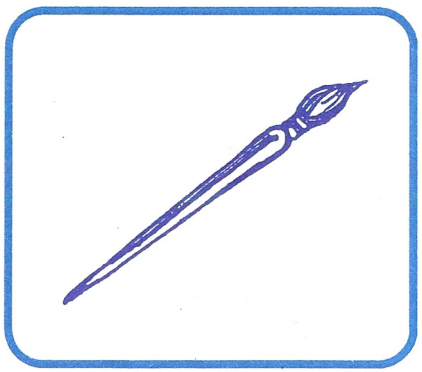
451. कारखानो



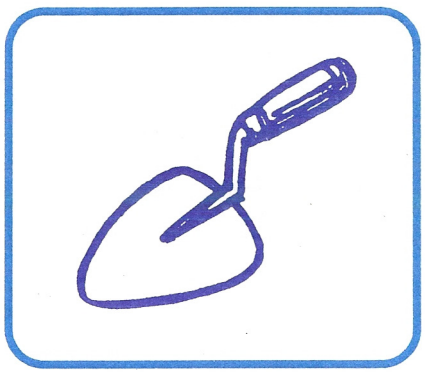
452. छापणेन मशिन



453. बंदुक

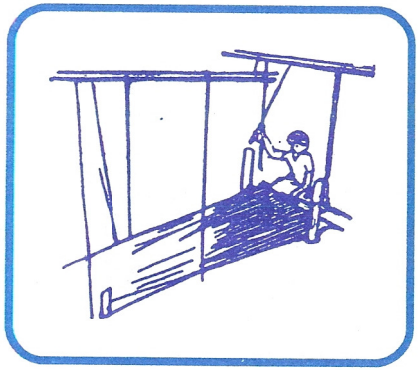


454. बोरेश



455. थोप्पी

456. लुवार



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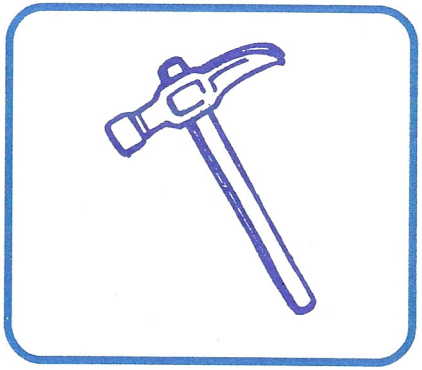

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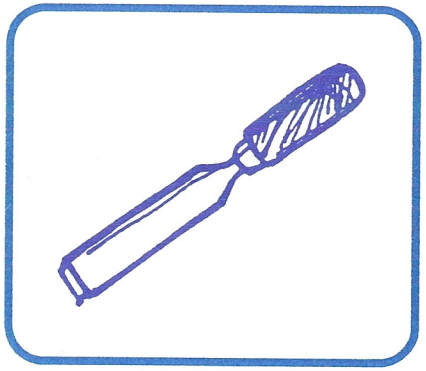

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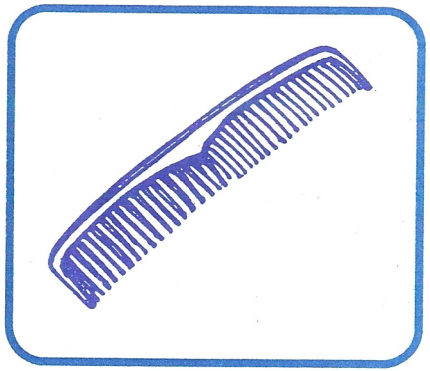

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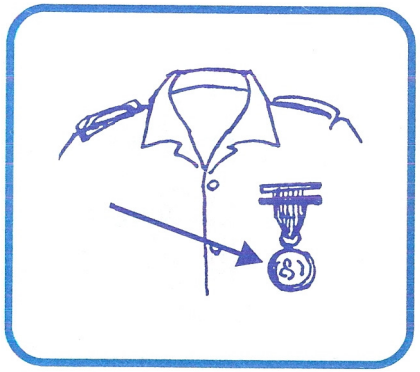

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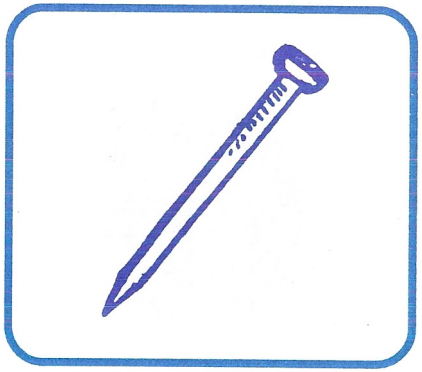
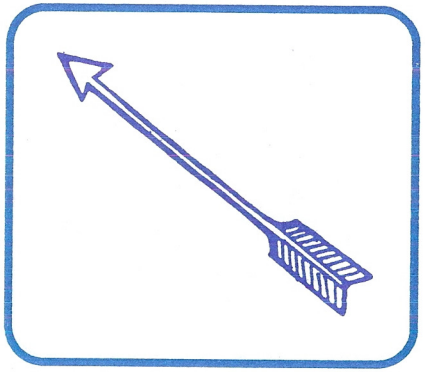


462.



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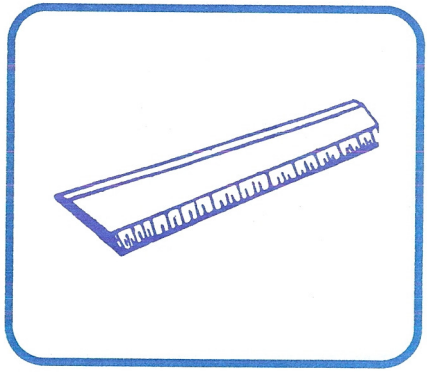

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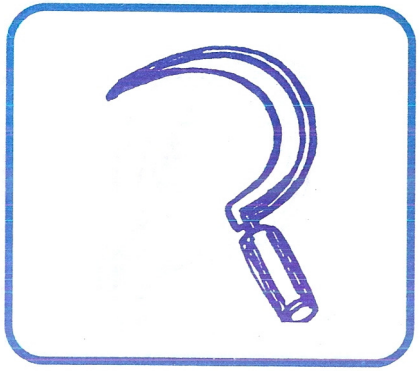

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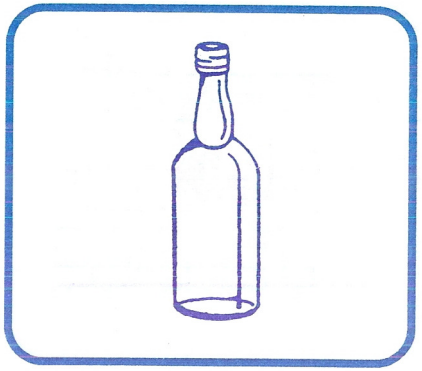

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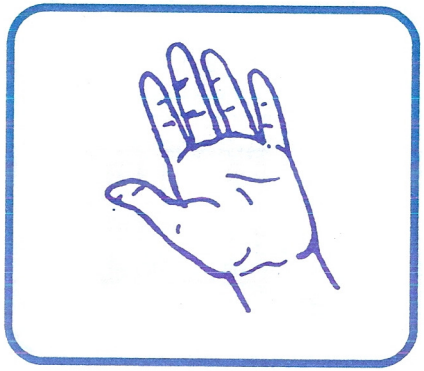

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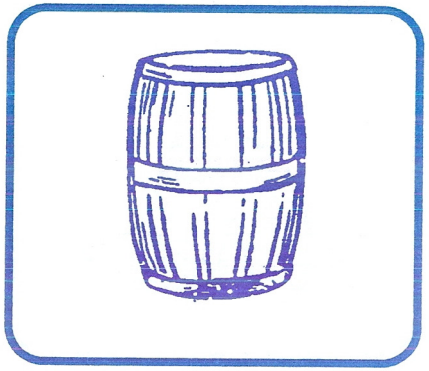

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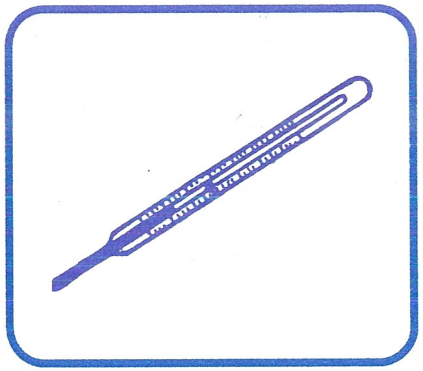
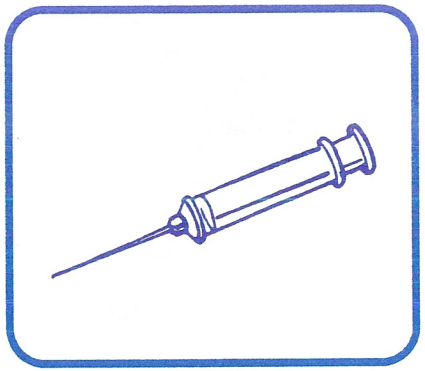
469. दवखानं

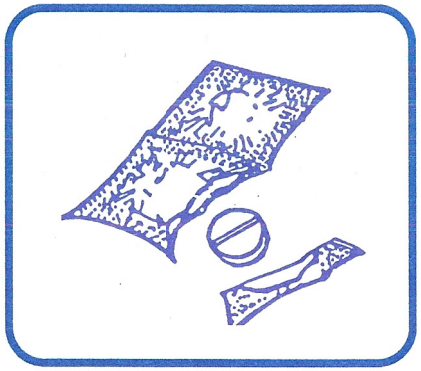


470. तपासनेन नली

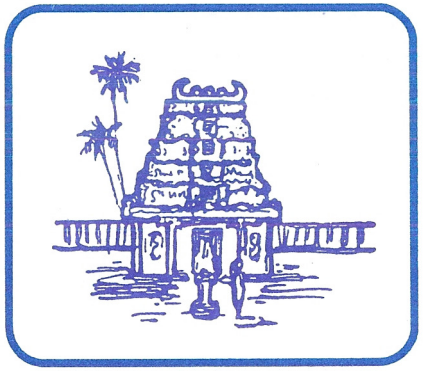


471. टुसण्यो

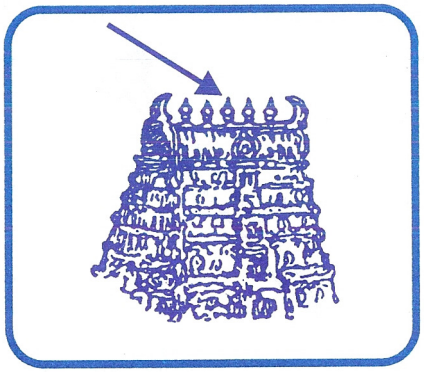
472. साल



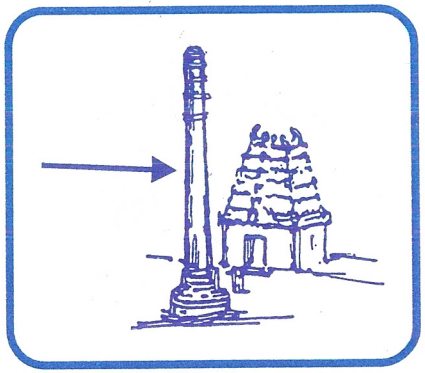
473. गुट्या



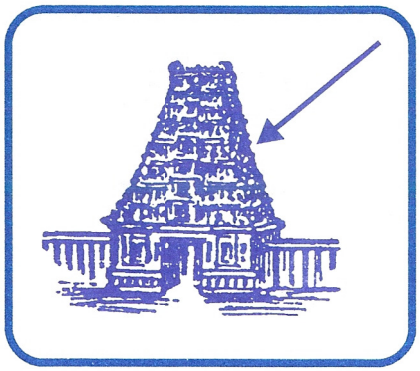
474. मंदीर



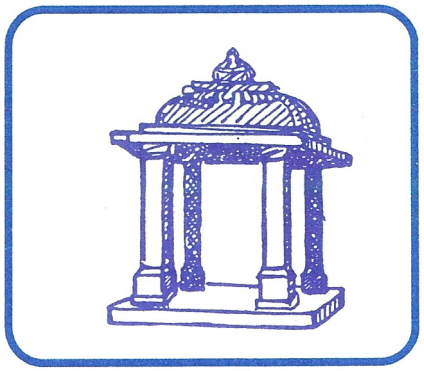
475. कबुरा



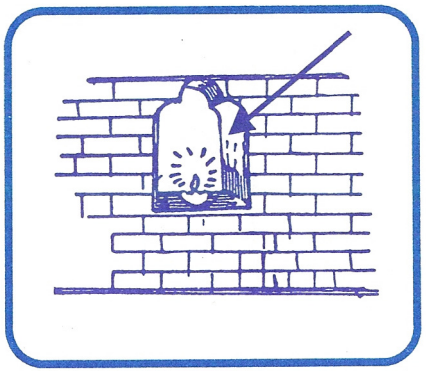
476. खांब



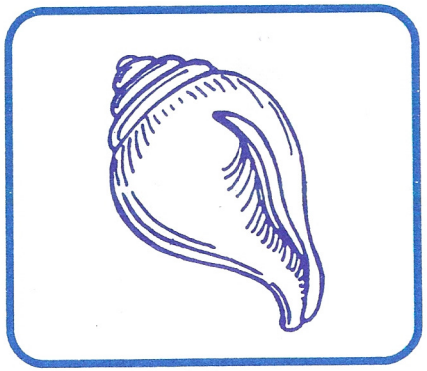
477. मंदीर



478. आयतलं मंदीर

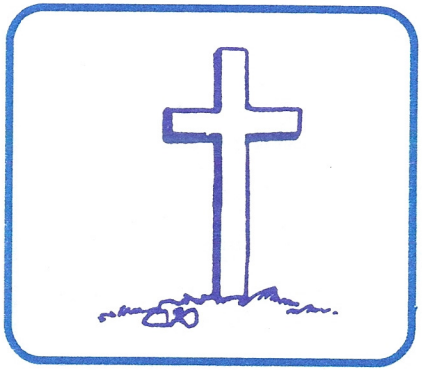


479. गोखलू

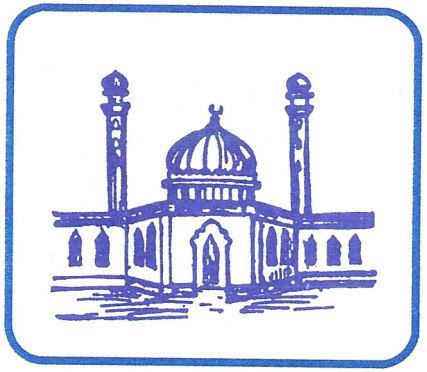


480. कोवड्य

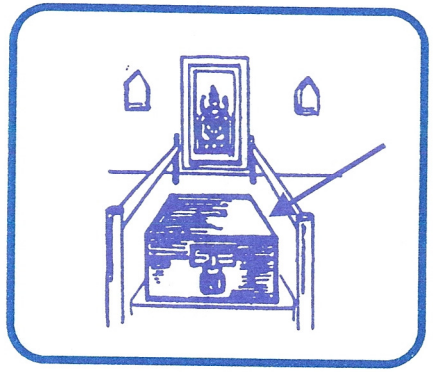
481. चर्च



482. कुरूस



483. मज्जिद

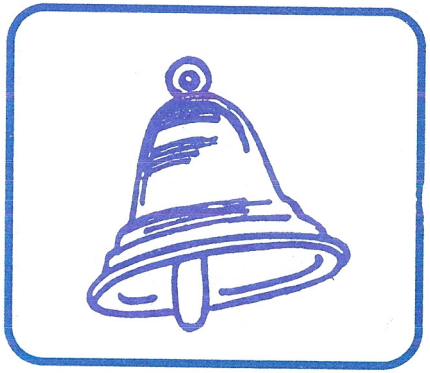


484. दानपेटी

485. होमकुंडो

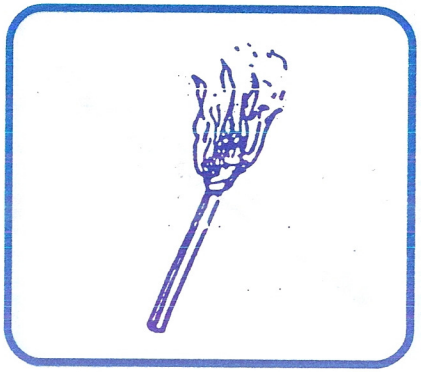
486. पुतडू

487. मुर्ती



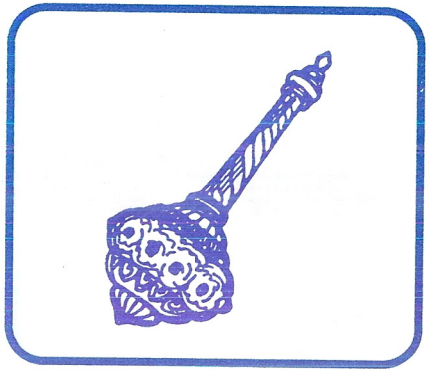
488. काहंटो

489. तोकूत

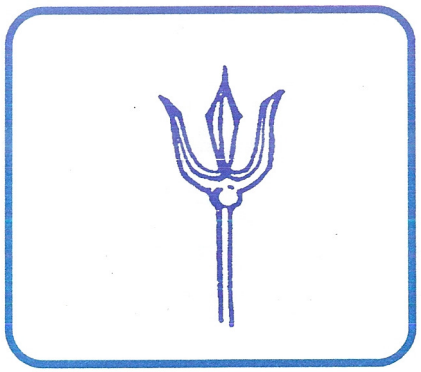


490. टेंब

491. मुकुट

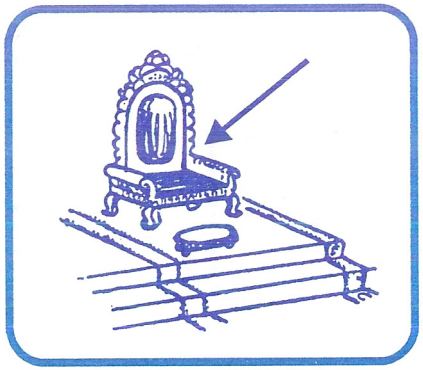


492. गदा

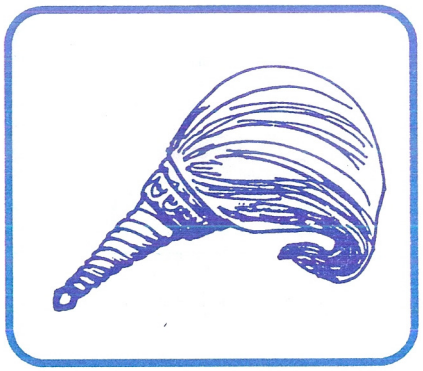


493. तिरशूल

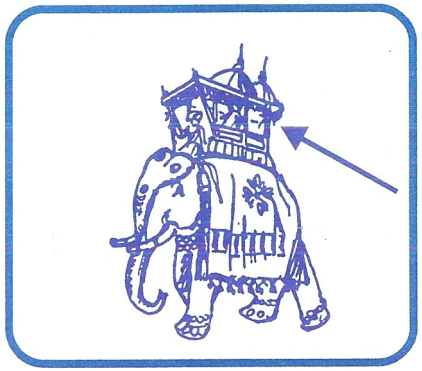
494. मुरो



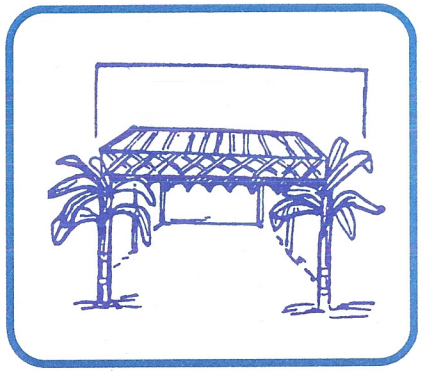
495. राजगादी



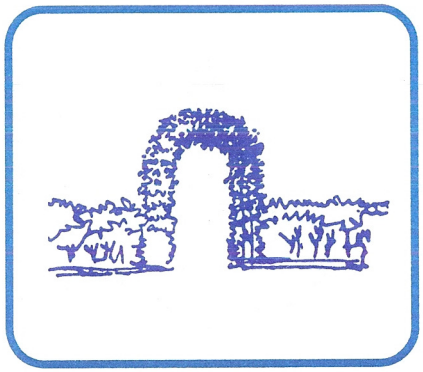
496. चोंवरी



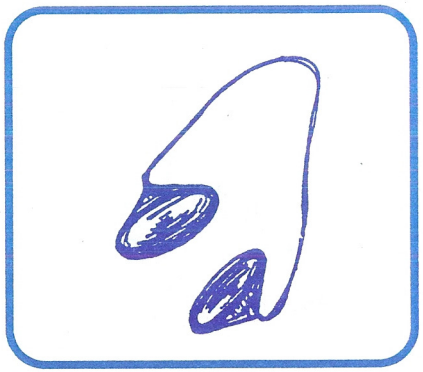
497. अंबारी



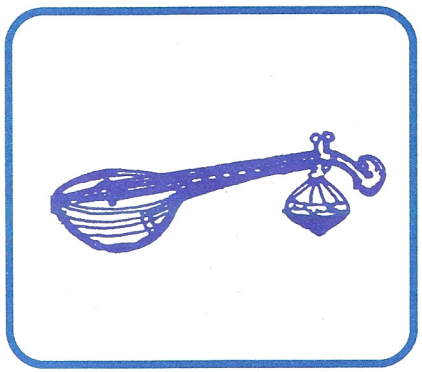
498. मांडवू



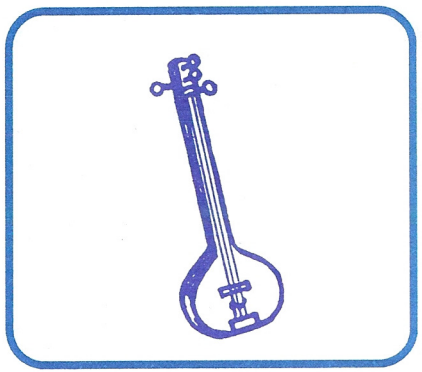
499. कमाल



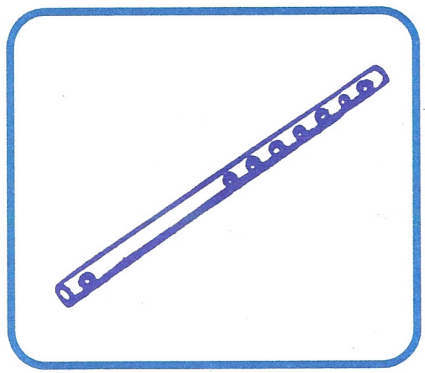
500. ताला



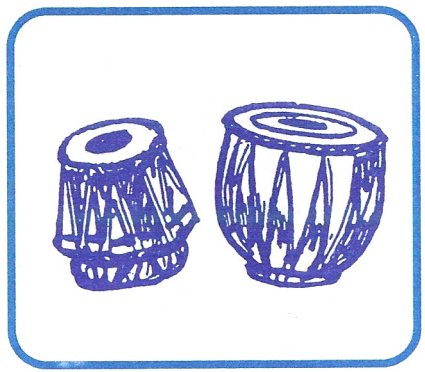
501. झुणखू



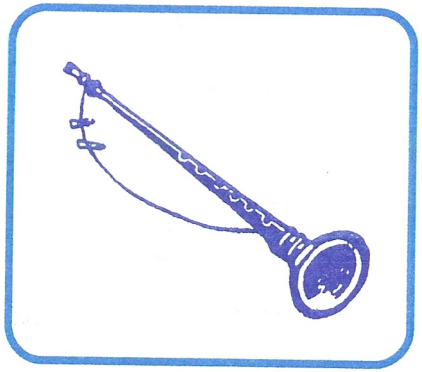
502. रोणथू



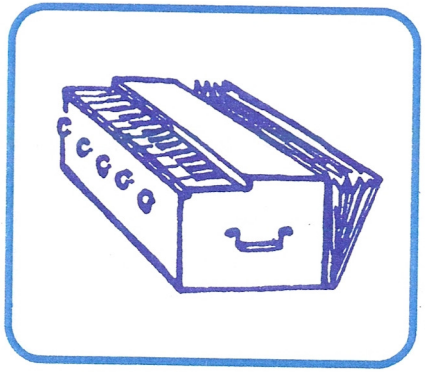
503. पावली



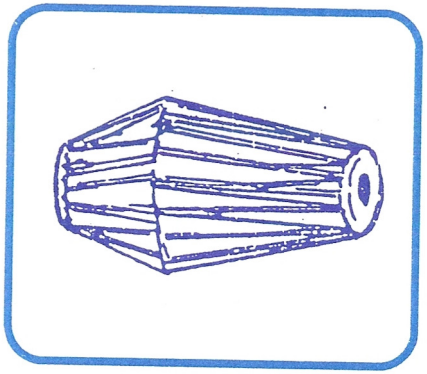
504. तबलो



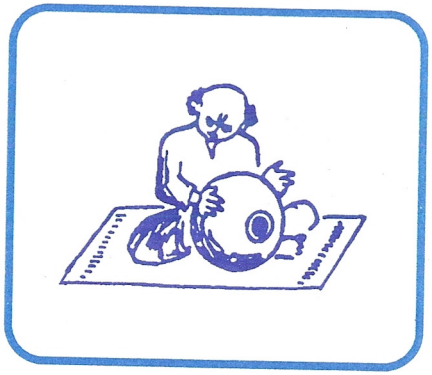
505. पेपाऱ्यों



506. पेटीवाजो

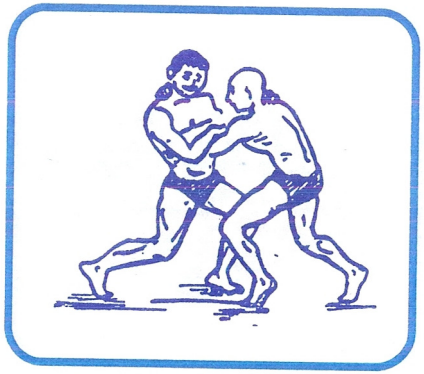


507. डुलकी

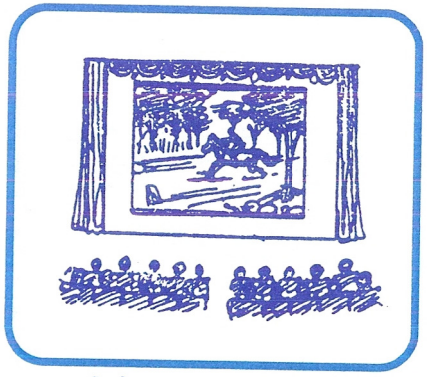


508. आंडीवाजों

509. गोरबोनाच

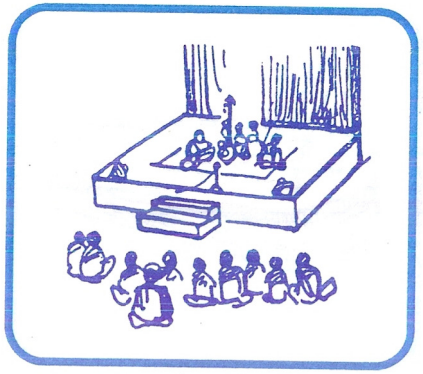


510. कुस्ती



511. सिनेमा

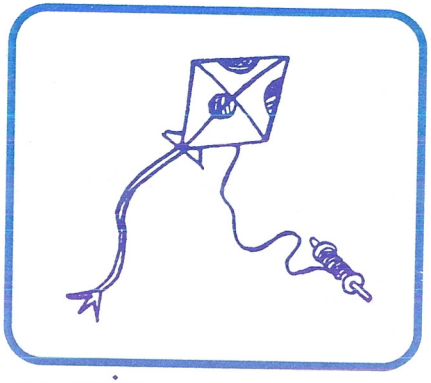
512. सरकस



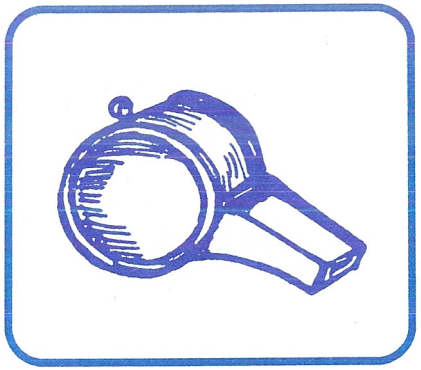
513. भजन मंडळी

514. माईक

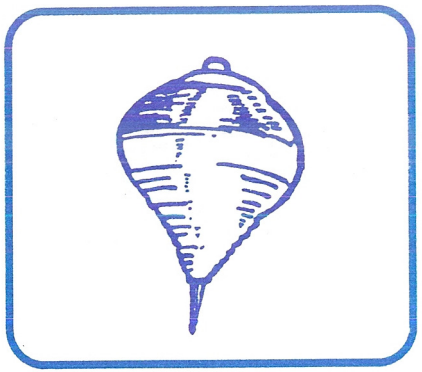
515. भोंगू



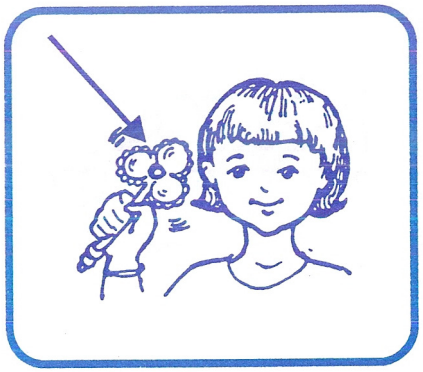
516. पतंग



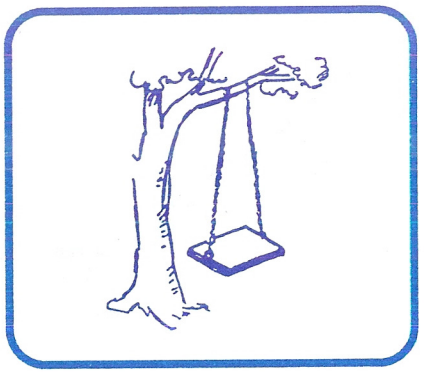
517. पिंगी



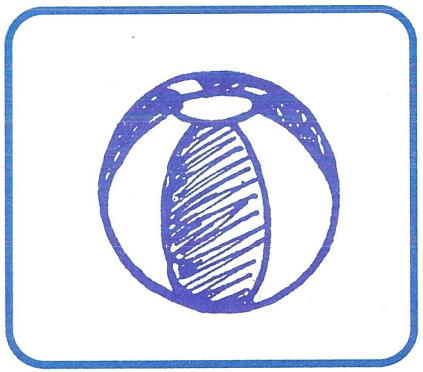
518. भुवरू



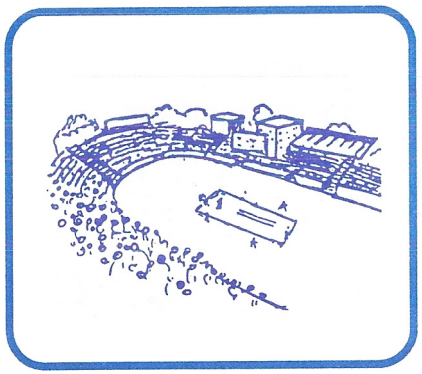
519. खोकंन्य



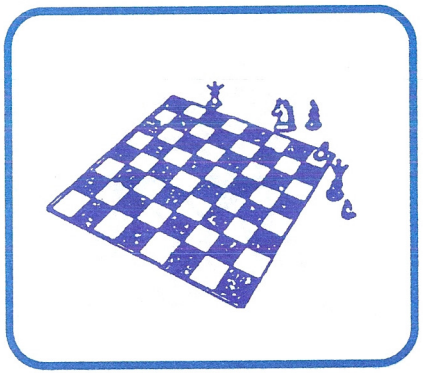
520. इंदलू



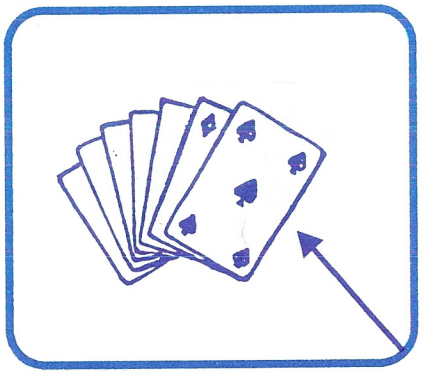
521. बड्डू



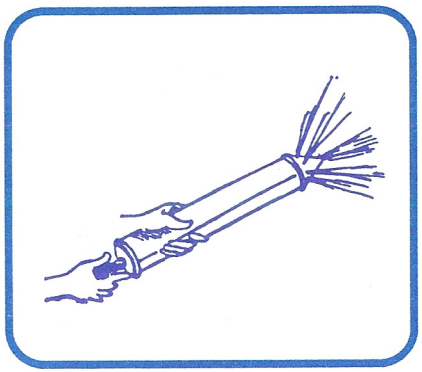
522. खेन्नेम जागू



523. बुद्धी बळ



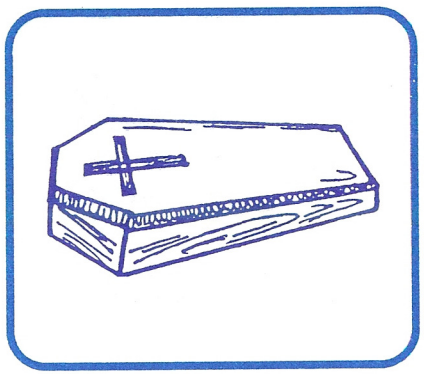
524. पत्ता



525. पिसकारी

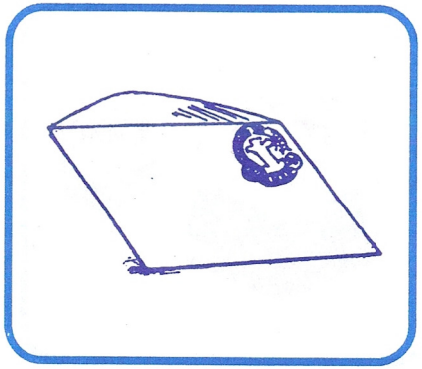
526. भेटेन समान

527. कोरीअ



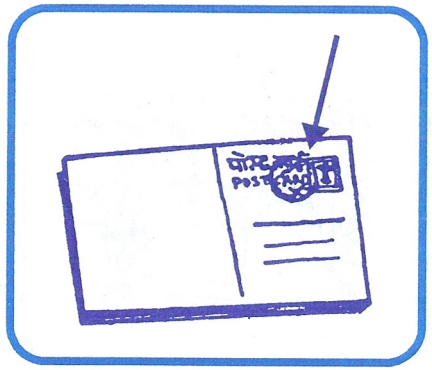
528. ताबुत

529. चिट्ठी



530. पाकीट

531. पत्तू

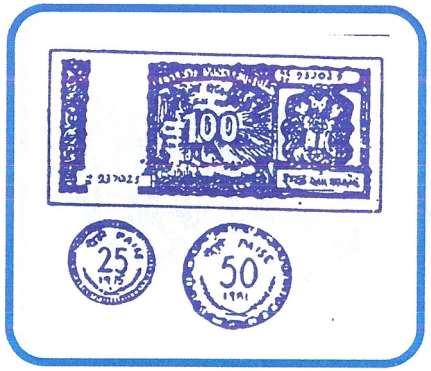


532. शिक्कू

533. टिकीट

534. टपाल पेटी

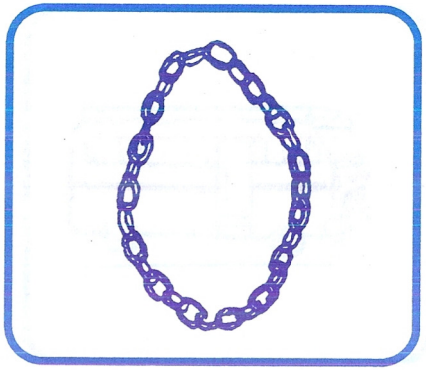
535. रूपायू



536. पोयहा

537. झेंडा

538. बेडी

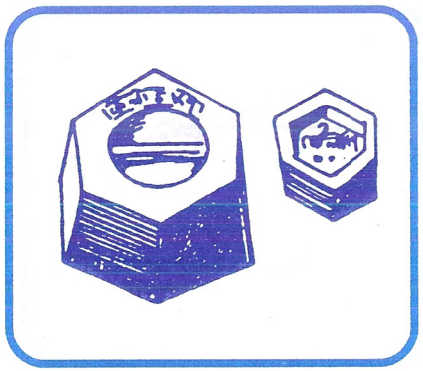


539. हाकुल

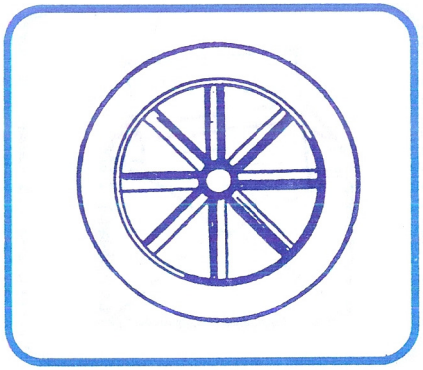
540. जेल

541. दुकान

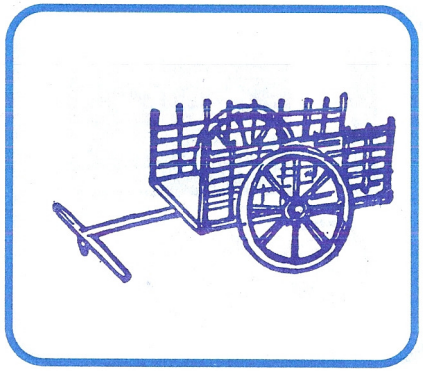
542. तराजू



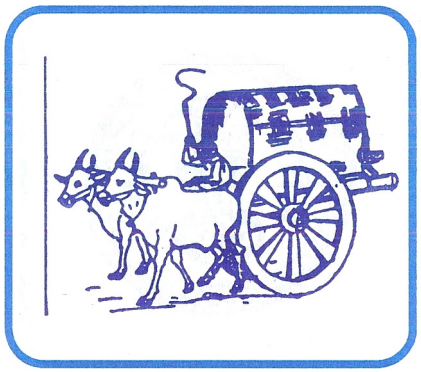
543. वजन



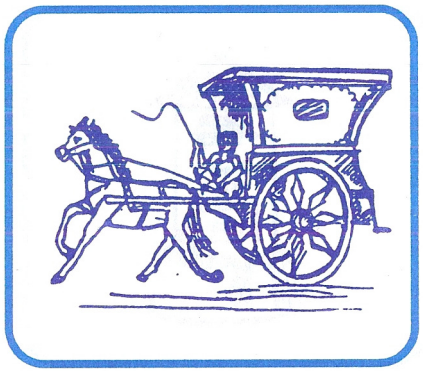
544. चाक



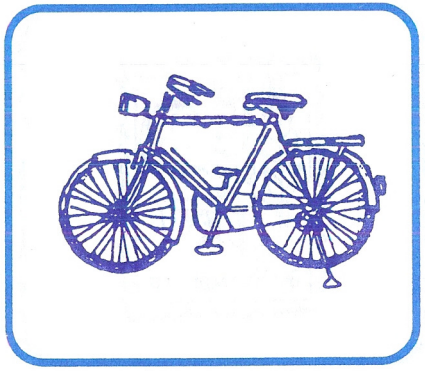
545. गाडों



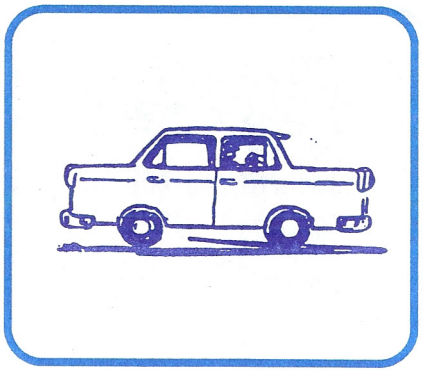
546. सेकडी गाडी



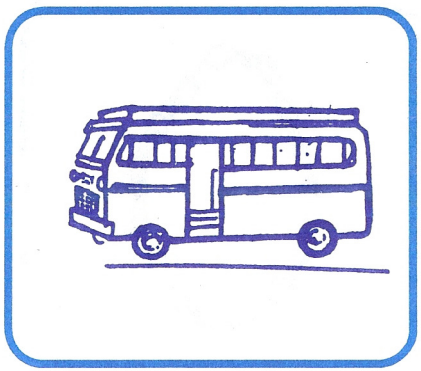
547. टांगो



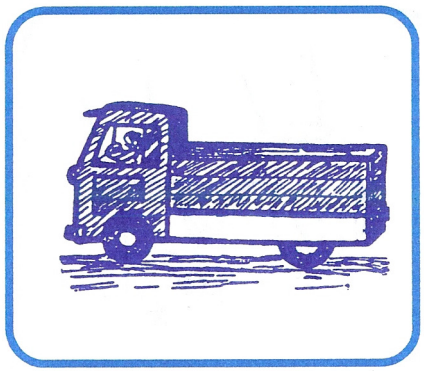
548. पायसिकल



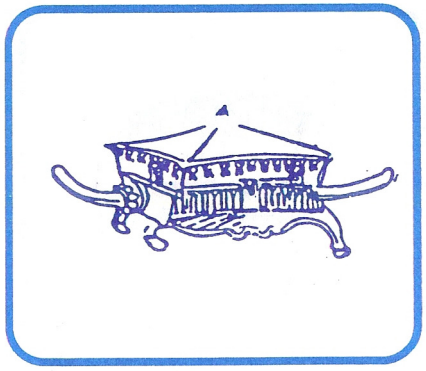
549. मोटर



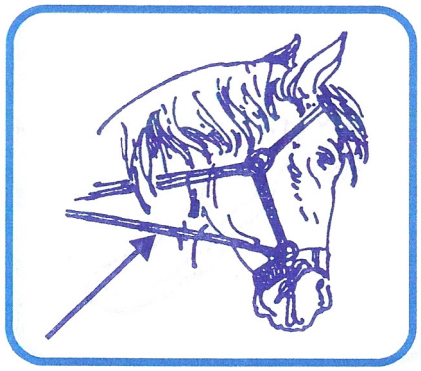
550. ईसटी



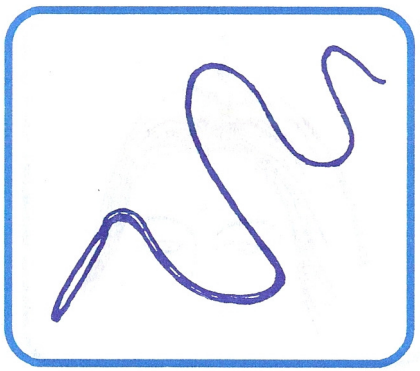
551. मालट्रोक



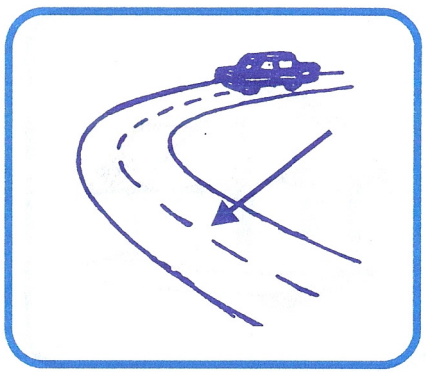
552. पालखी



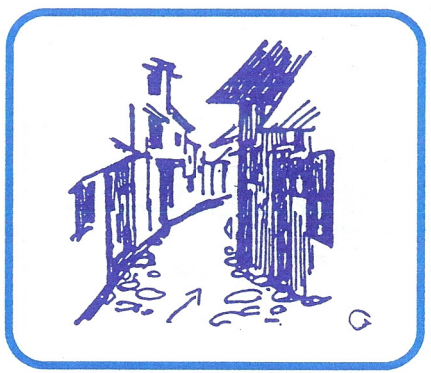
553. लघोम



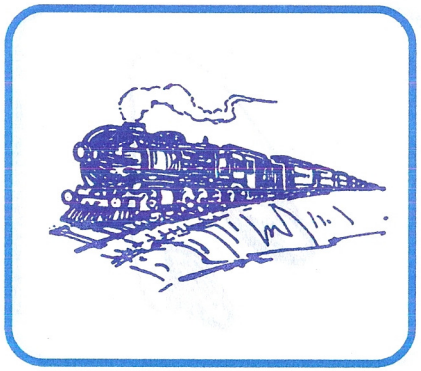
554. चबकू



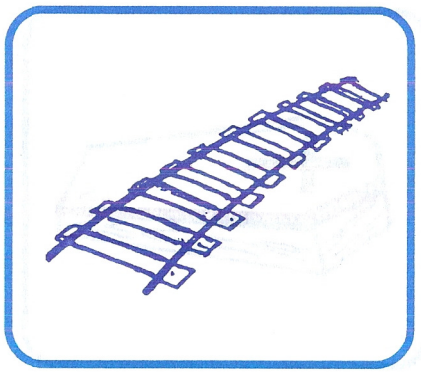
555. सडोक



556. गल्ली



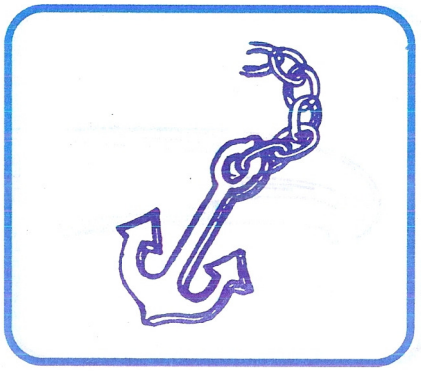
557. आगगाडी



558. आगगाडीन रूड

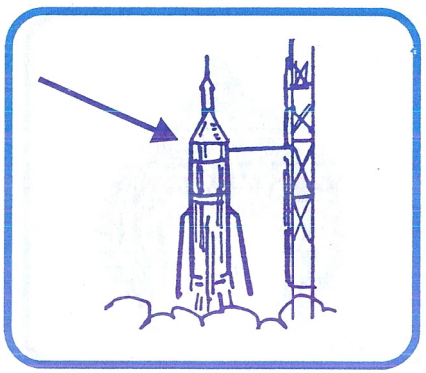
559. डुब्यो

560. जहाज

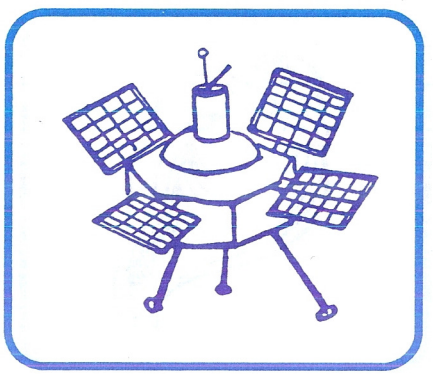


561. आकडू

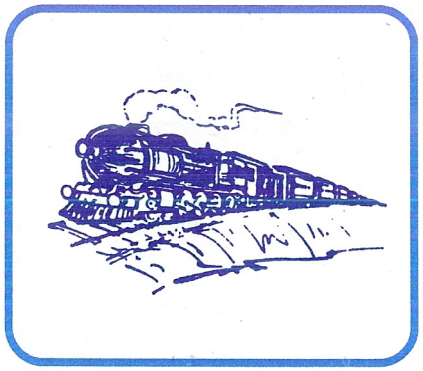
562. खाटली



563. राकेट



564. उपग्रह



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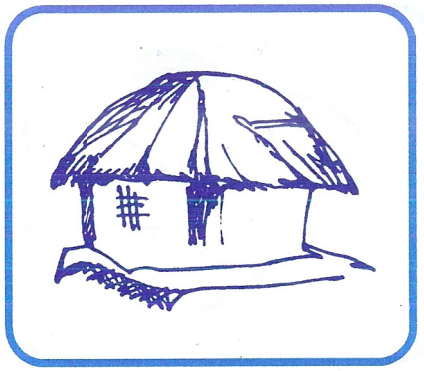

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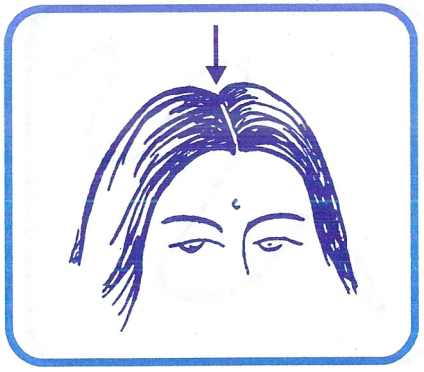

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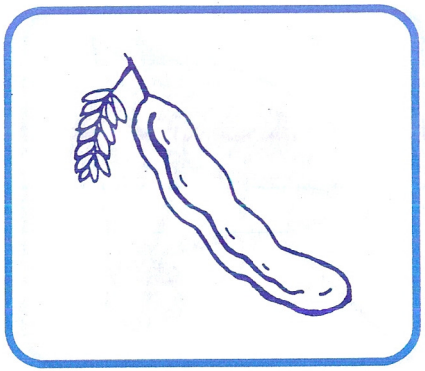

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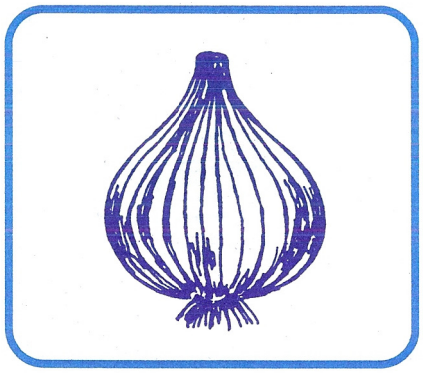

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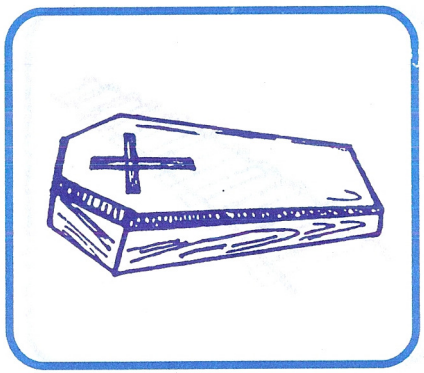

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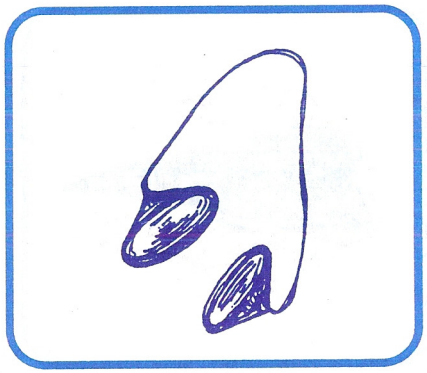

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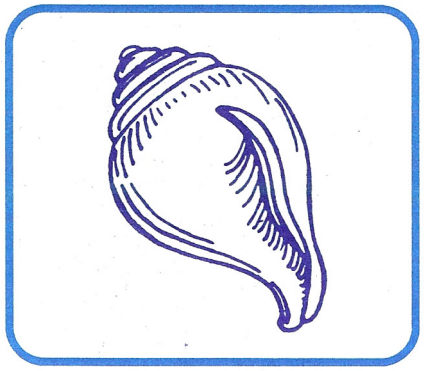

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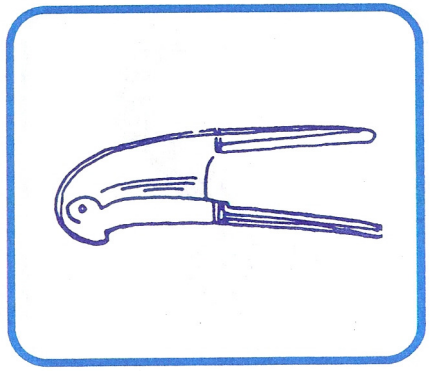

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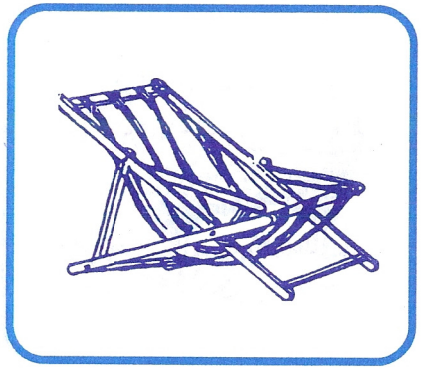

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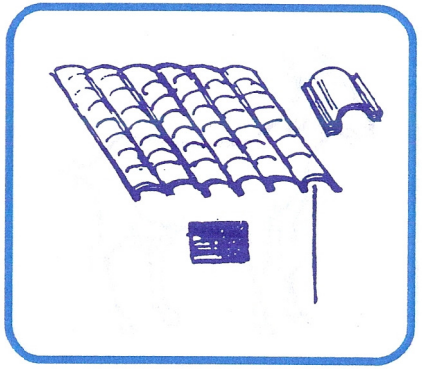

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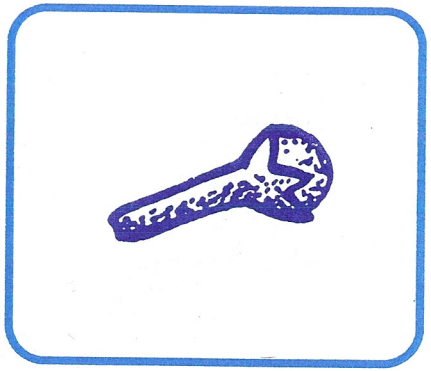

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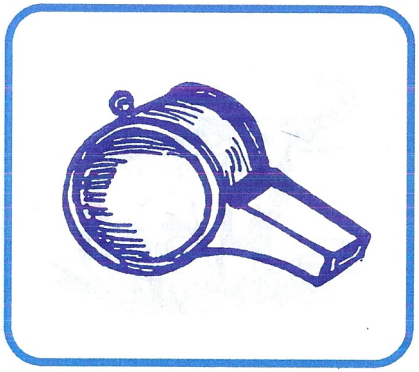

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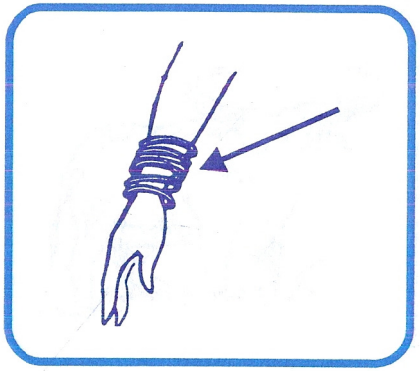

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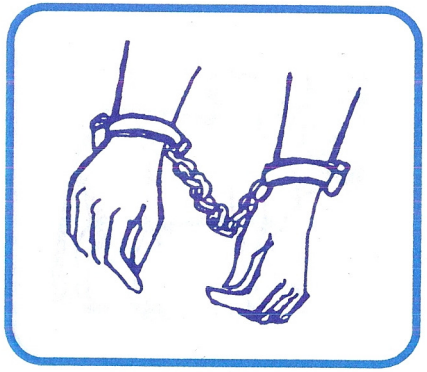

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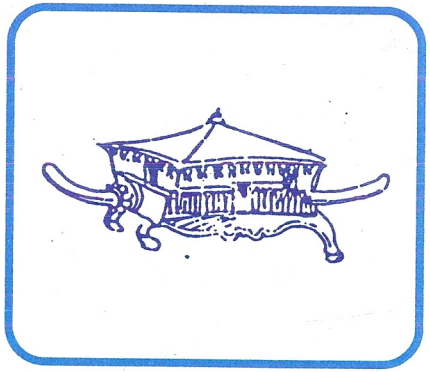

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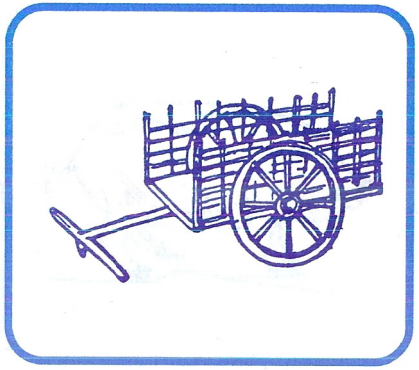

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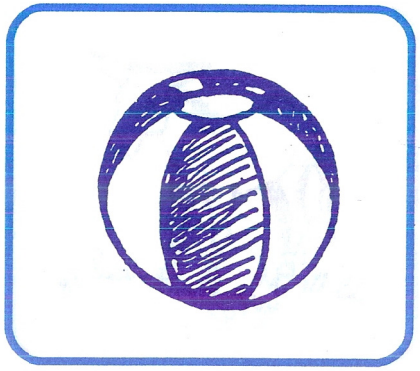

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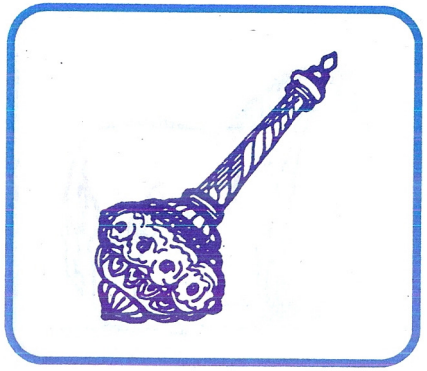

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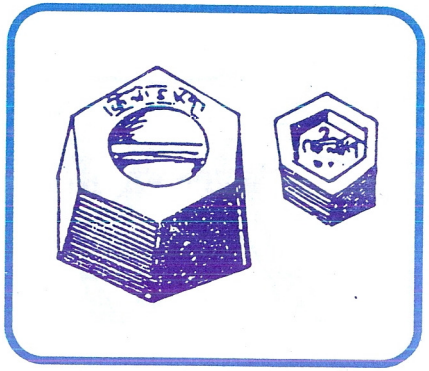

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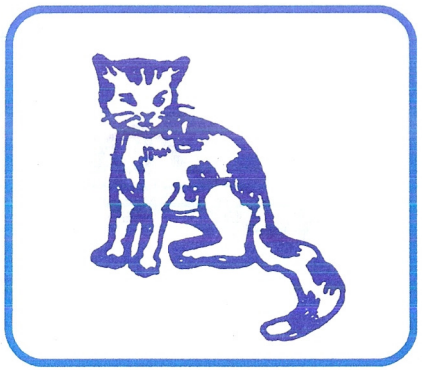
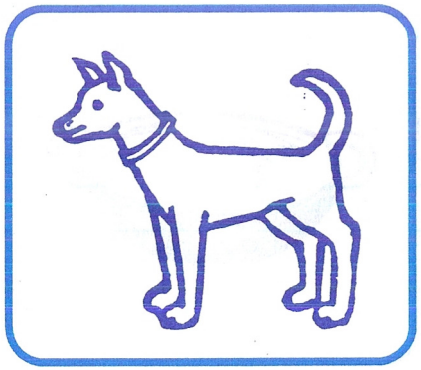
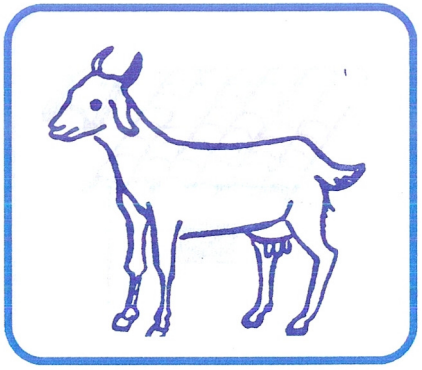


589. बिलाडी

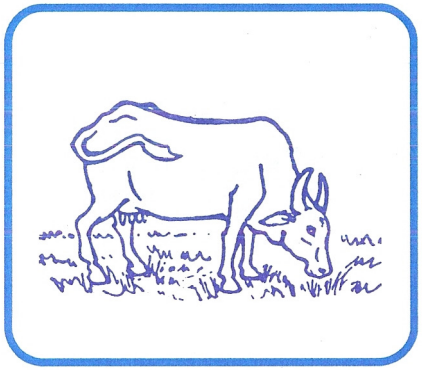


590. कुतरू

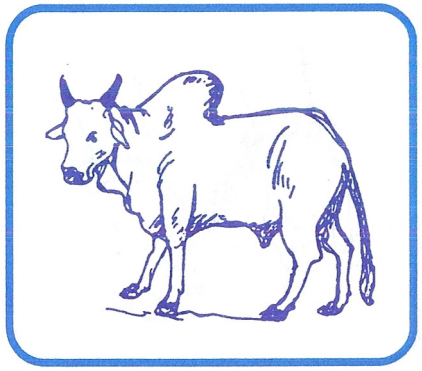


591. बुकडी

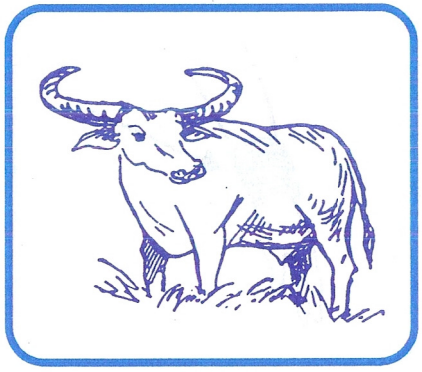
592. मेडों



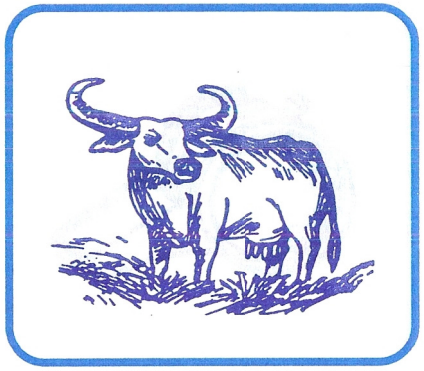
593. वाचडी



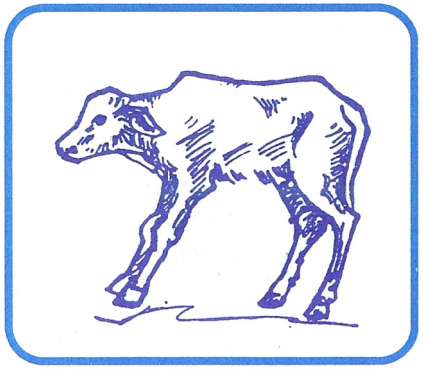
594. बुइल



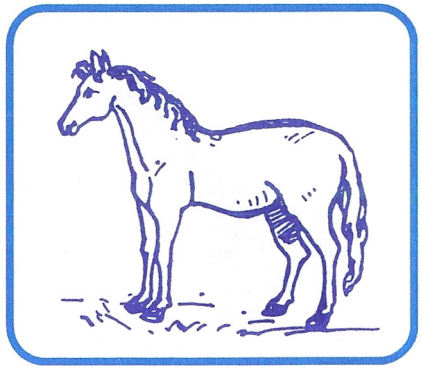
595. पाडू



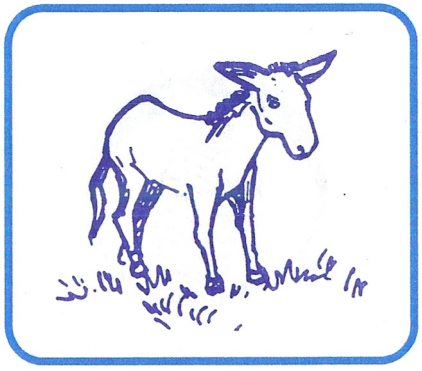
596. पाडी



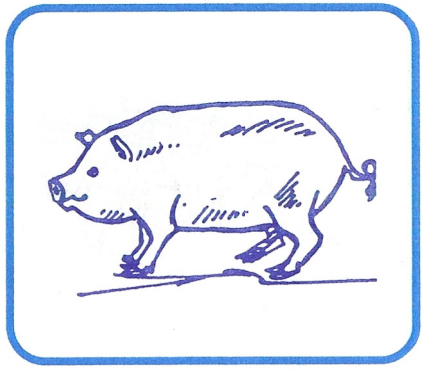
597. बचो



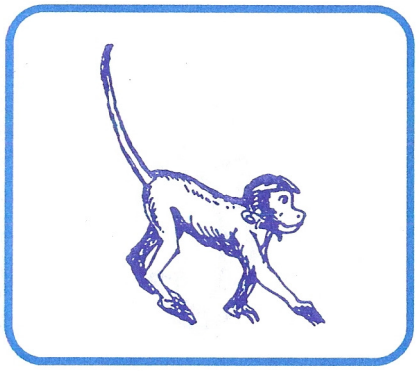
598. घुडू



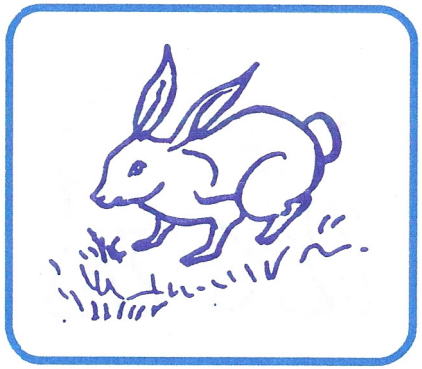
599. गदळो



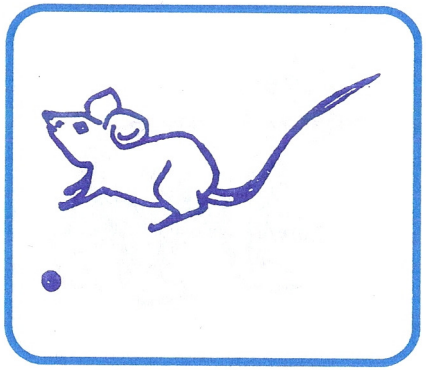
600. हुंवर



601. माकड

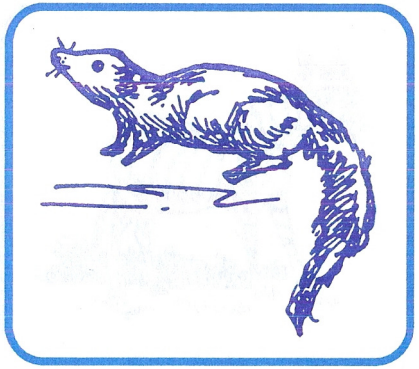


602. होहल्यू

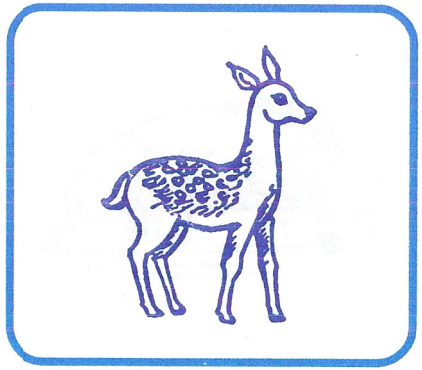


603. उंदरू

604. बुटी

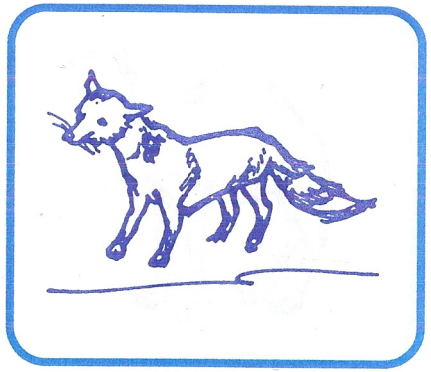


605. नल

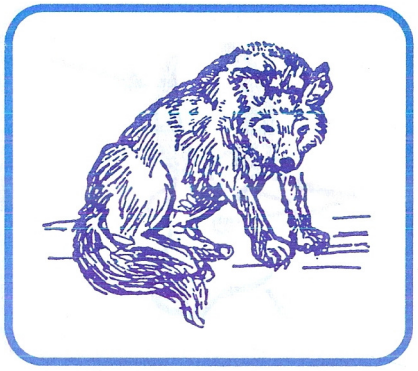


606. घुटाली

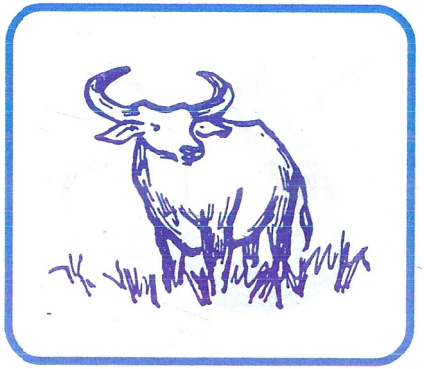
607. हायलों



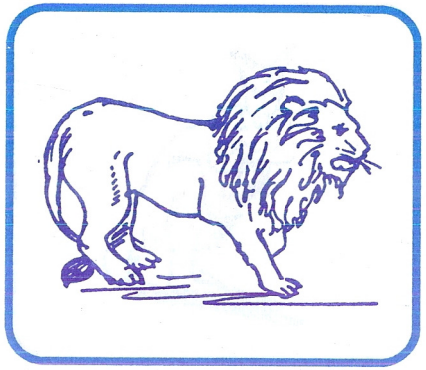
608. खुकवळी



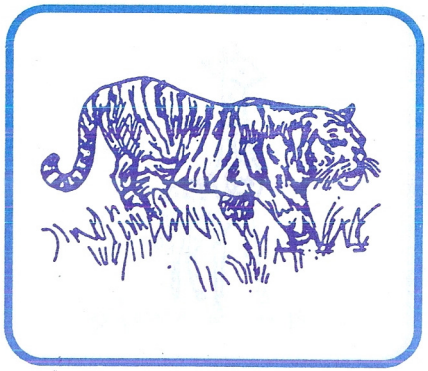
609. थोरशू



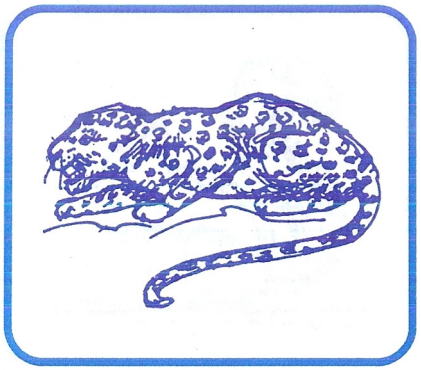
610. रान पाडू



611. सिंह

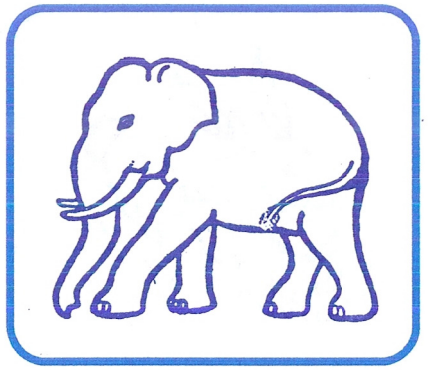


612. वाघ

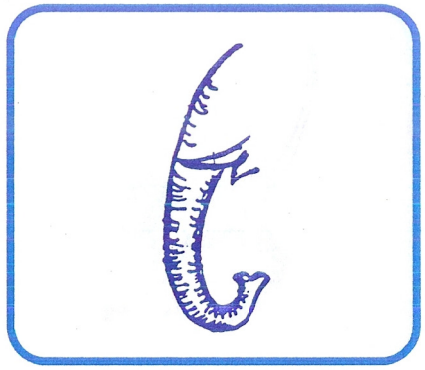


613. बिलाड्यू वाघ

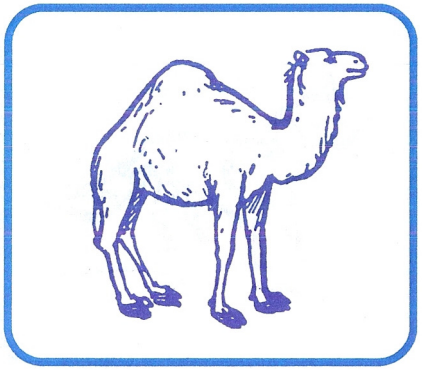
614. रीछडी



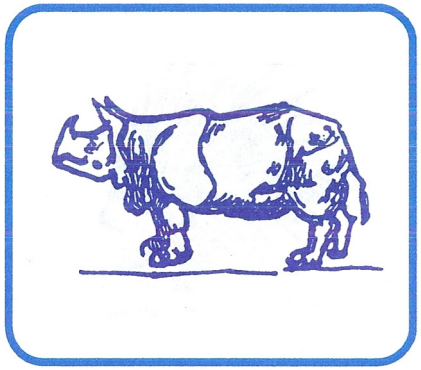
615. आथी



616. होंड

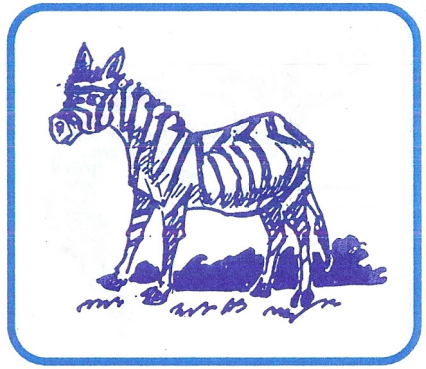


617. उटडो



618. गेंडू

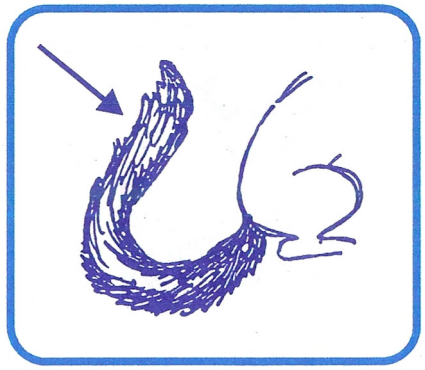
619. पाण पाडू



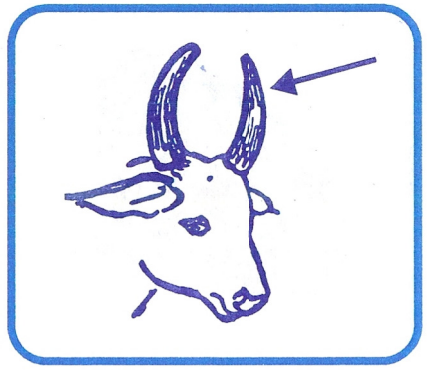
620. झेब्रा

621. जिराफ

622. कंगारू

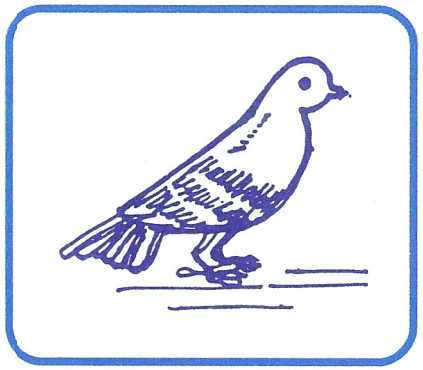


623. सेंमटो

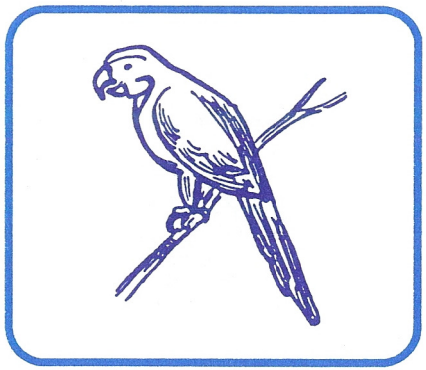


624. हिंगे

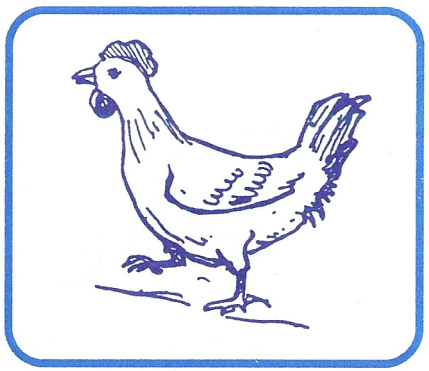
625. कागलू



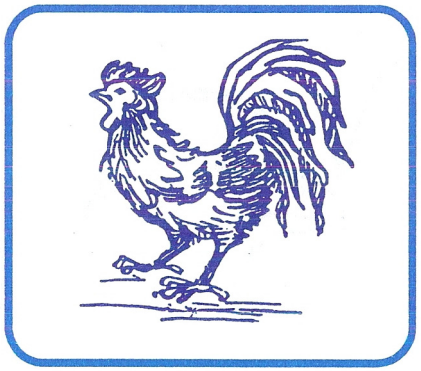
626. पेरवो



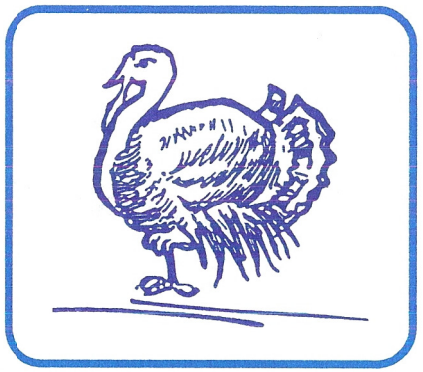
627. पुपटू



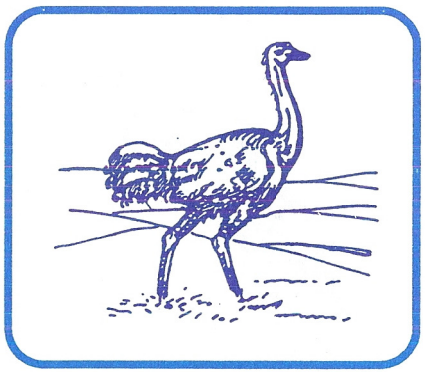
628. कुकडी



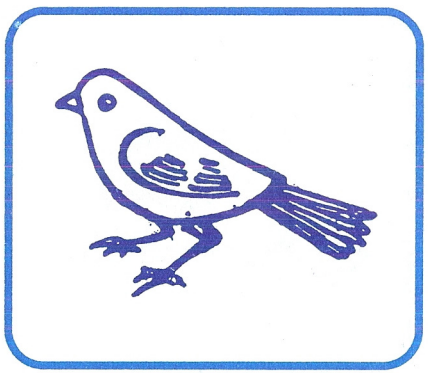
629. कुकडू



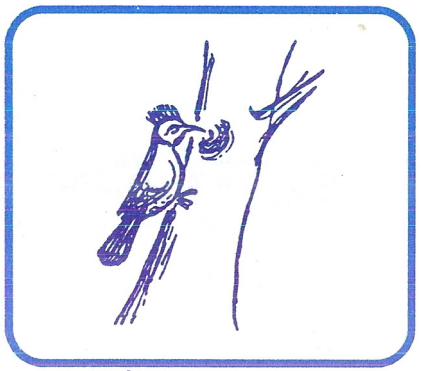
630. सिनी कुकडी



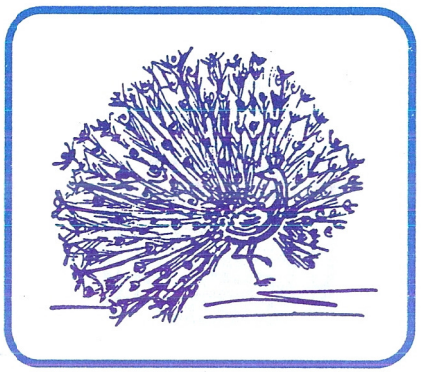
631. हायलों कुकडो



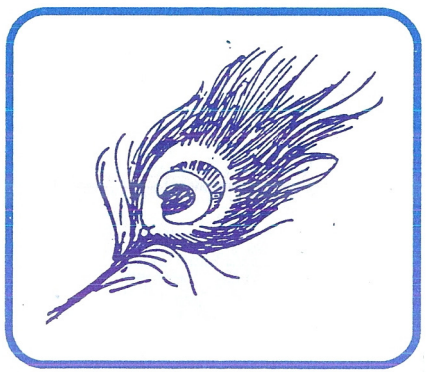
632. गिनचिडी



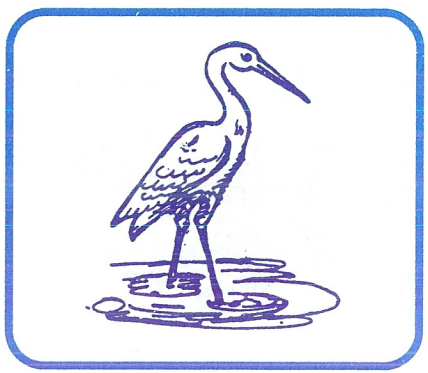
633. तितोर



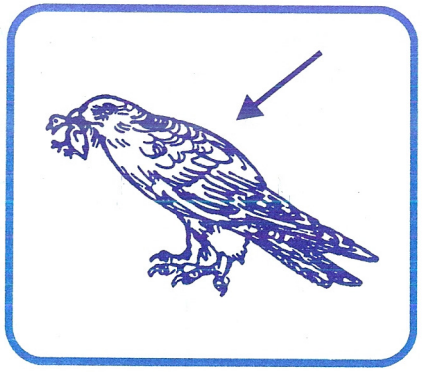
634. कलाव



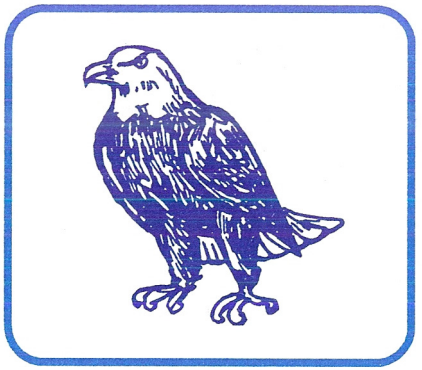
635. फिसे



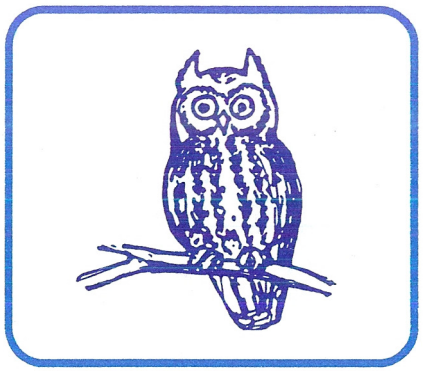
636. बगल्य



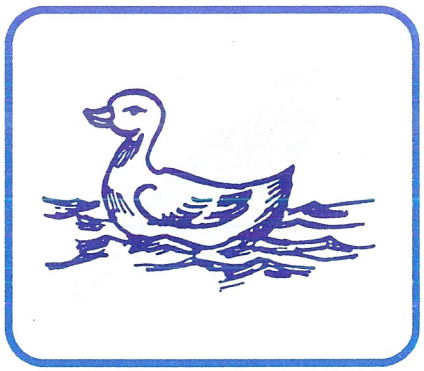
637. हिसाणो



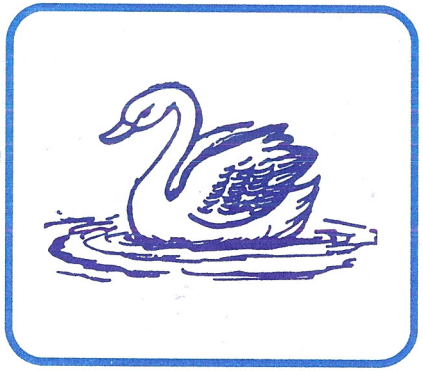
638. गुवडो



639. डुडू

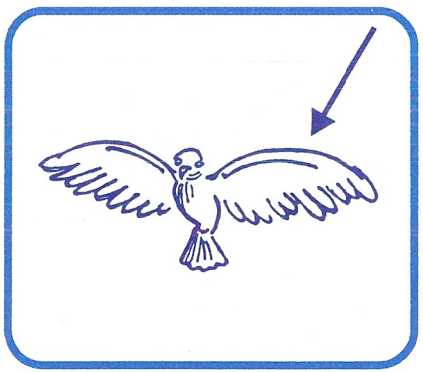


640. बदकं

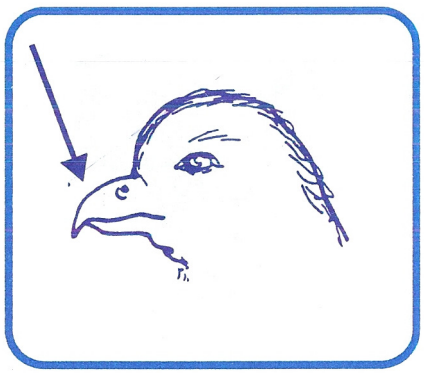


641. हंस

642. फिस

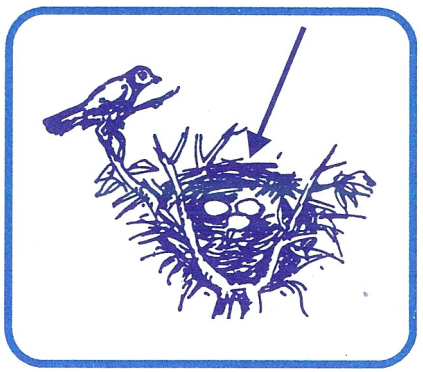


643. फाका

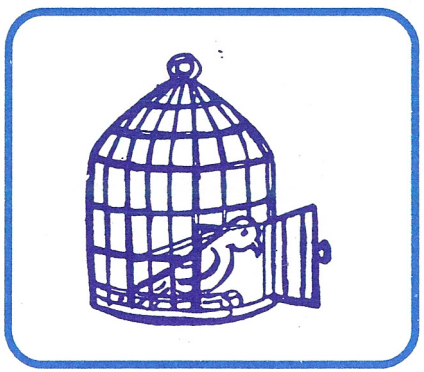


644. सासडो

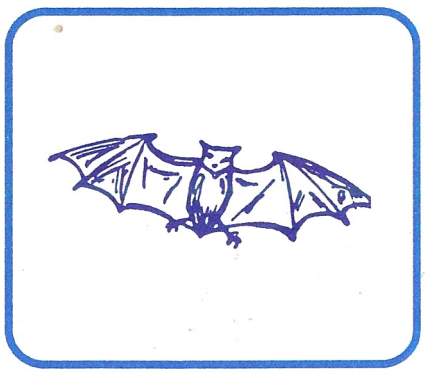
645. इंडा



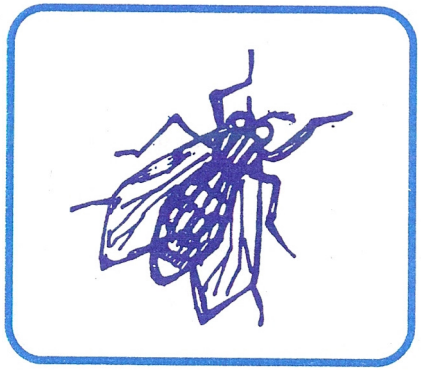
646. पांझरू



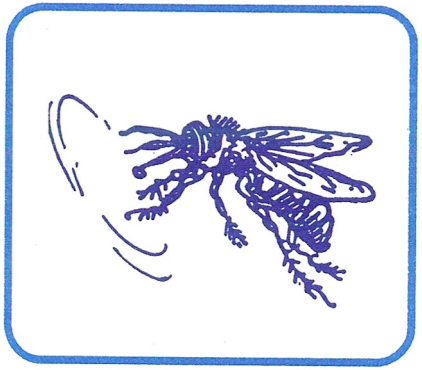
647. पिंजरू



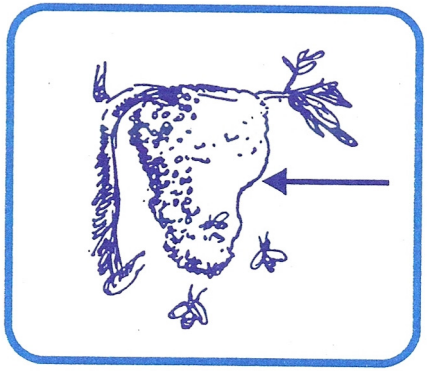
648. वागलो



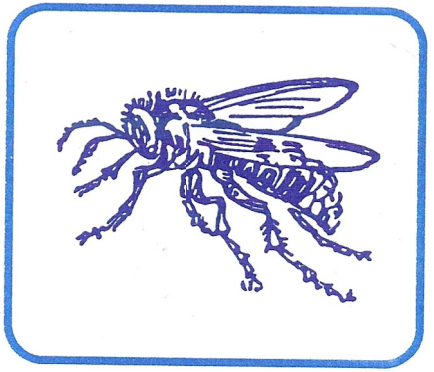
649. माखो



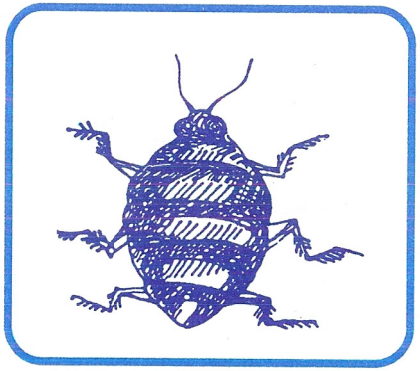
650. मवन माखो



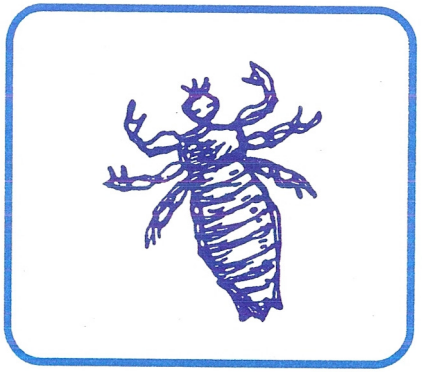
651. मवन साथडो



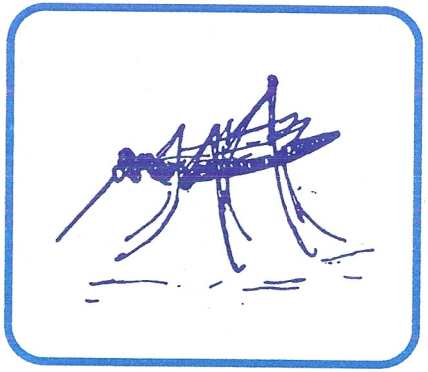
652. गेंढरी



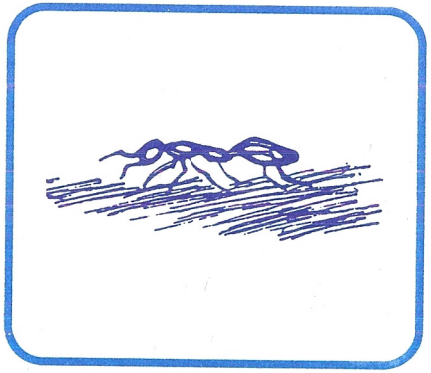
653. मेकण्यों



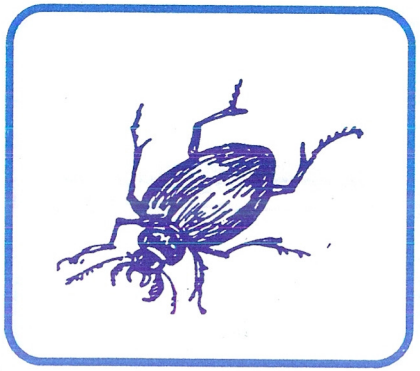
654. जुवों



655. डांहों

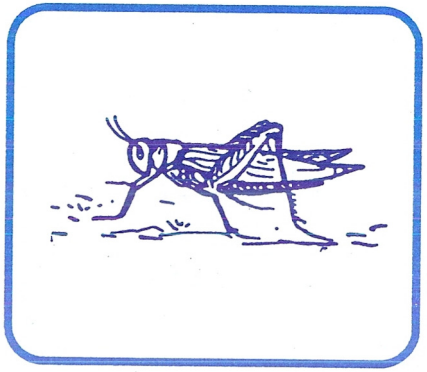


656. मुकडू



657. साणगुल्य

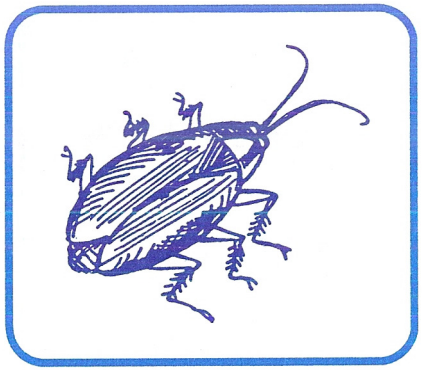
658. फुदो



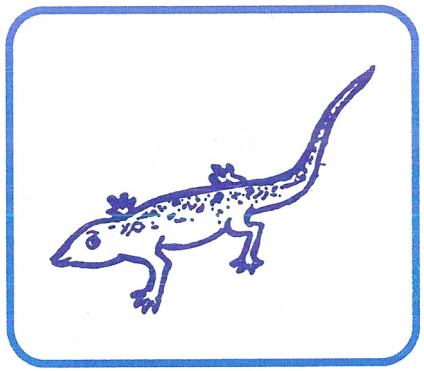
659. टिड्यू

660. बुंगो

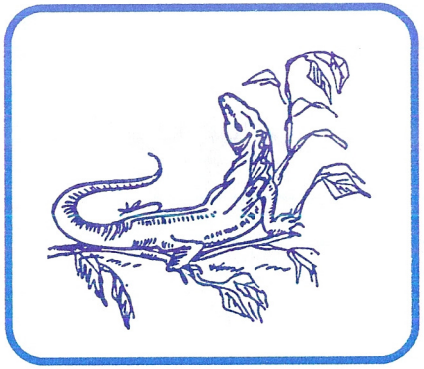
661. हटकल्यू



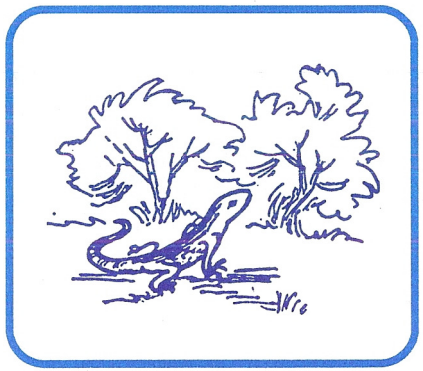
662. नावडो



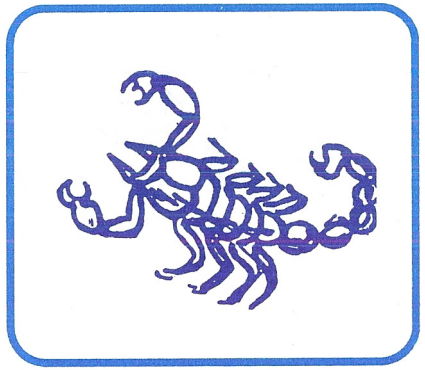
663. मांदहयड्य



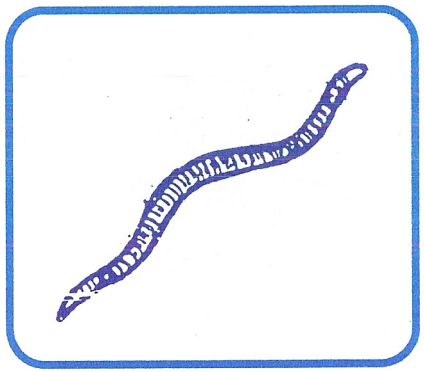
664. हयड्य



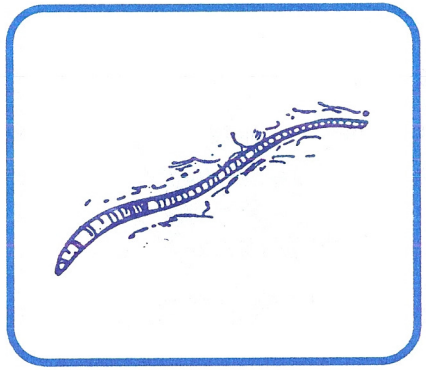
665. गिरवालो



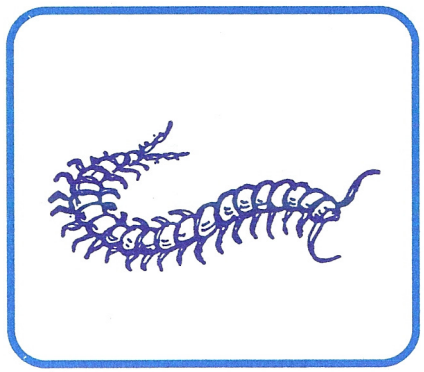
666. विचू



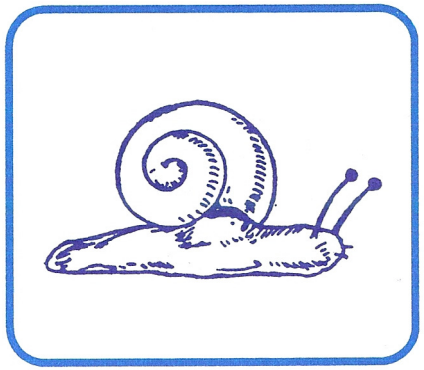
667. मलोवडों



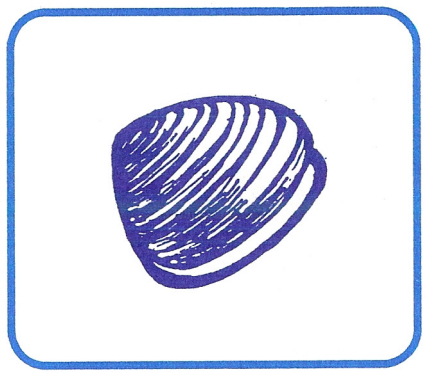
668. आलह्य



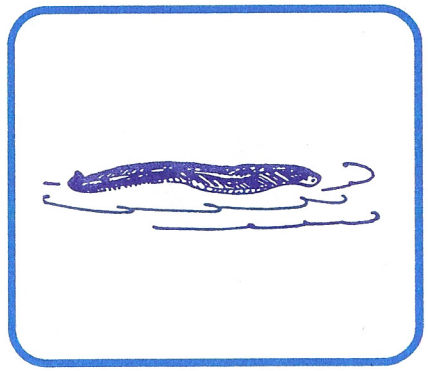
669. कानहुल



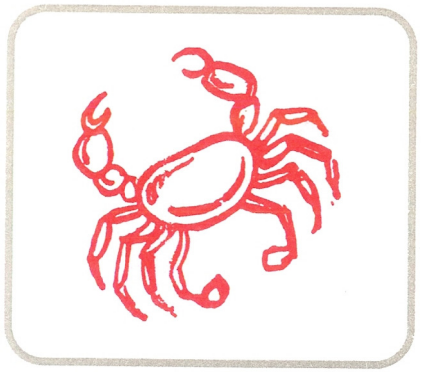
670. हात पुड्य



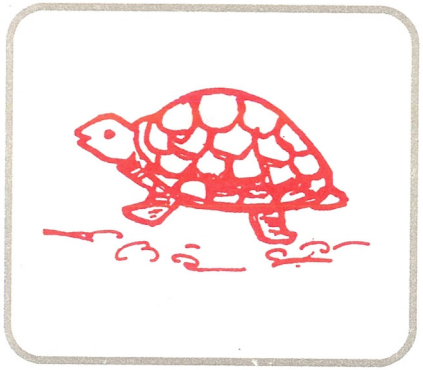
671. शिंपलो



672. जालवी



673. कुरसलों

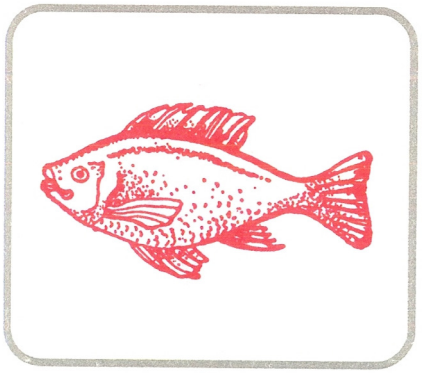


674. कसायडो

675. डेडोर

676. डेटकी

677. मुगर

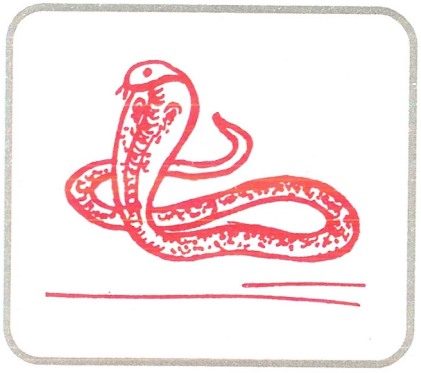


678. जुऱ्या मासो

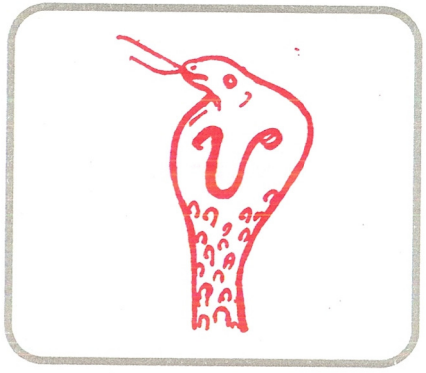
679. गिसो

680. जुंगो मासो

681. मोल्यू मासू

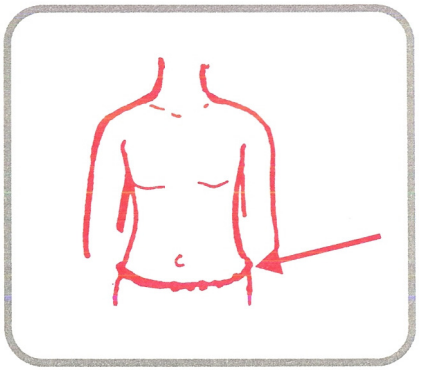


682. हाप



683. नाग

684. अजगोर



685.

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689. पिंजरो

690.

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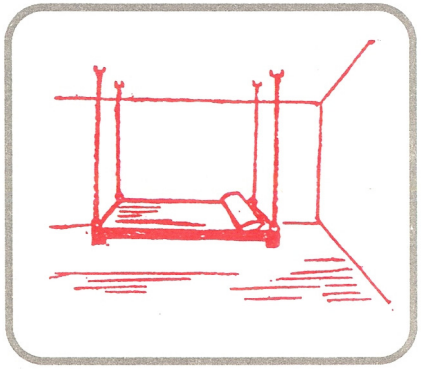

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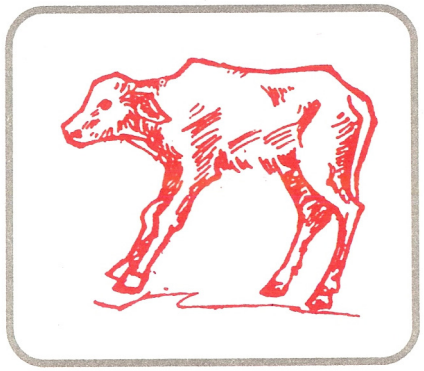

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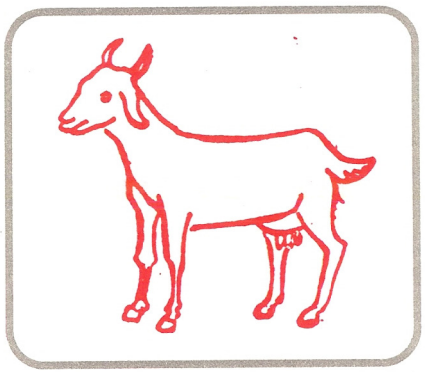

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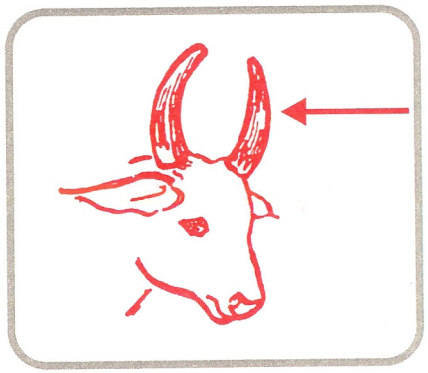

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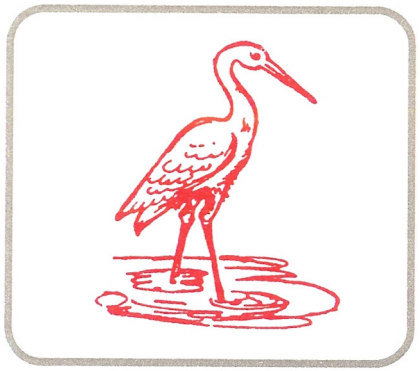

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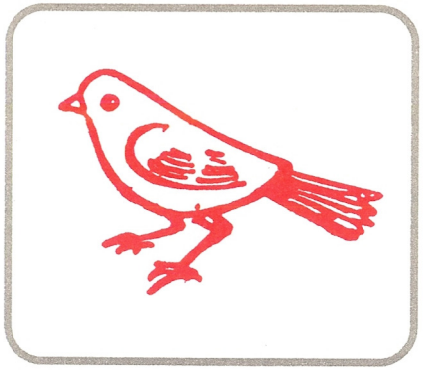

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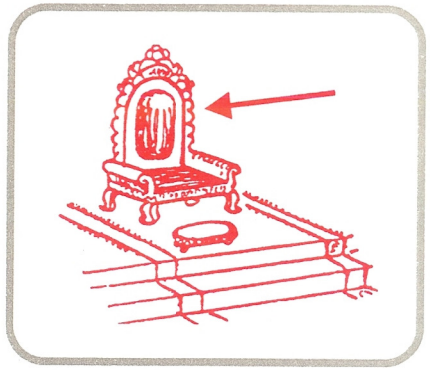

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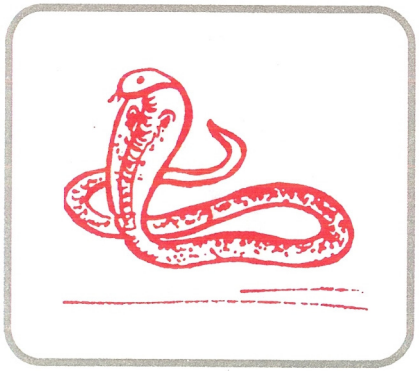

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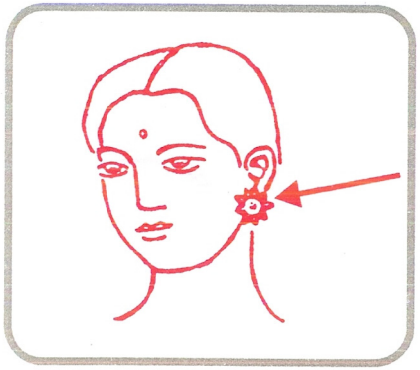

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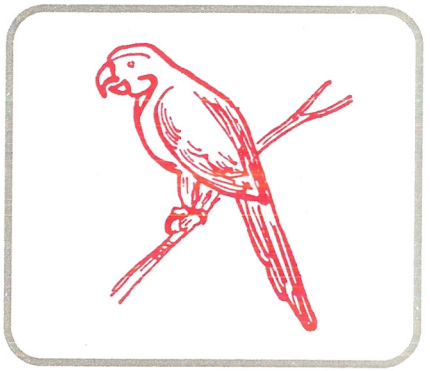
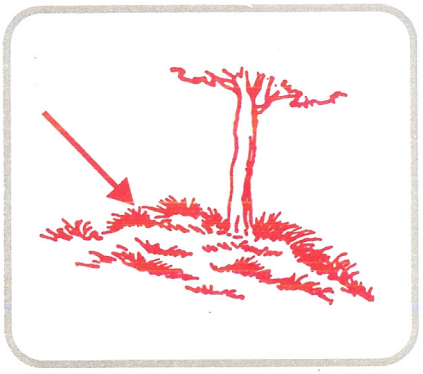


708.

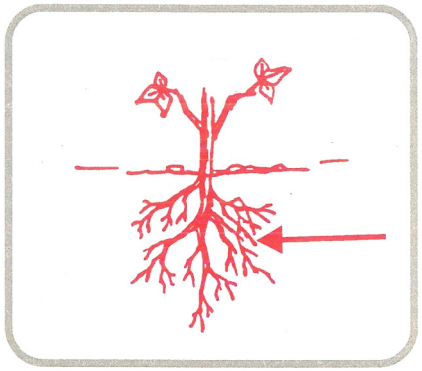
709. झाड

710. जाटवो

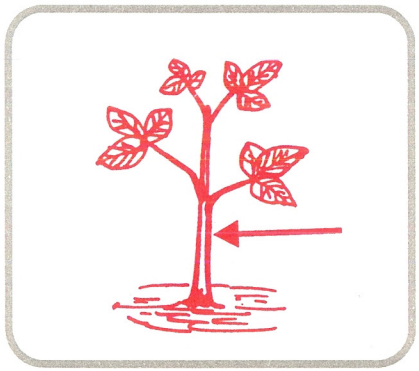
711. वेलू



712. खोडों



713. मुले

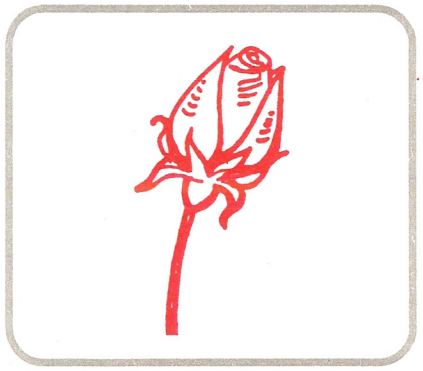


714. थुड

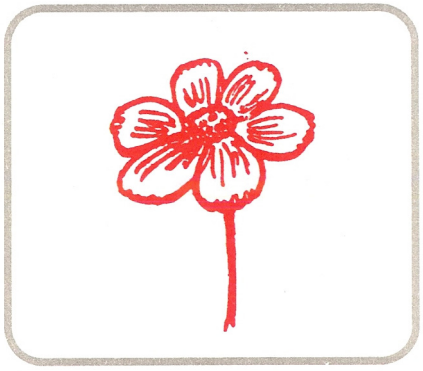
715. बेगो

716. डाल

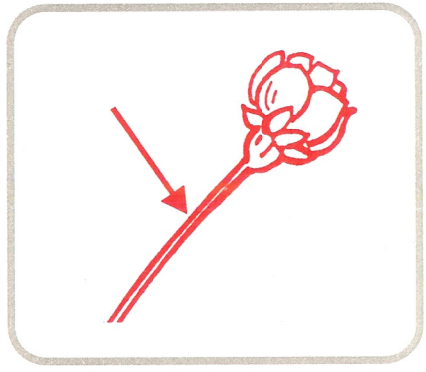
717. पान



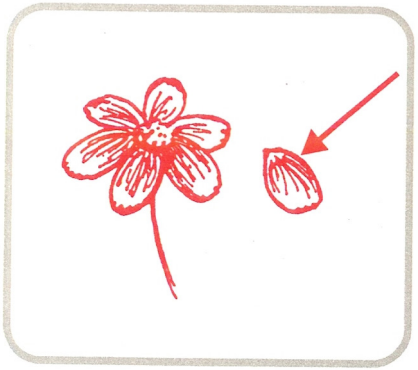
718. कड्य



719. फुल



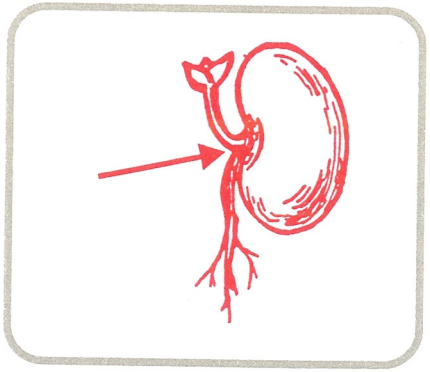
720. डेट



721. पाकड्यो

722. आंबू

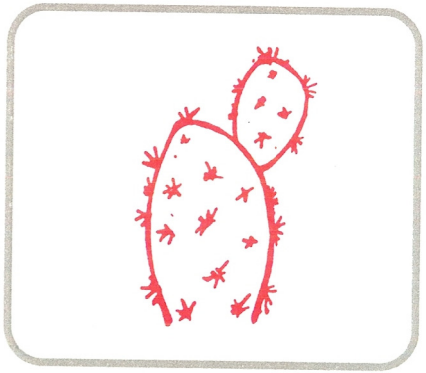
723. बिजो



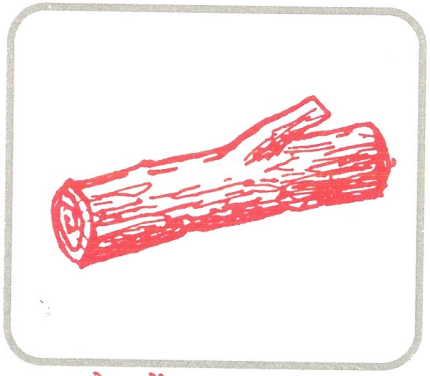
724. हुक

725. रुप

726. काटा



727. काटाल्ली थापडी

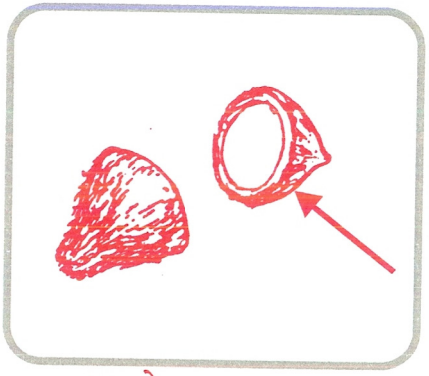


728. डेमणों

729. नवल्यान झाड

730. बेड्यों

731. सुत्र



732. खुपरो

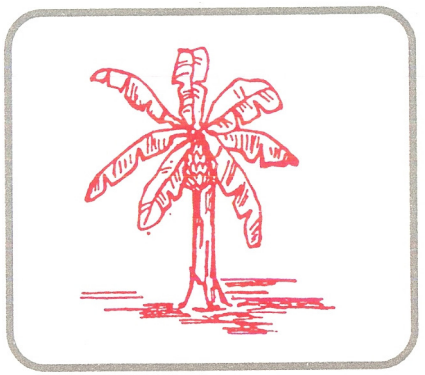
733. आंबान झाड

734. आंबलीन झाड

735. फणसन झाड

736. अंडका कडान झाड

737. हुपारीन झाड



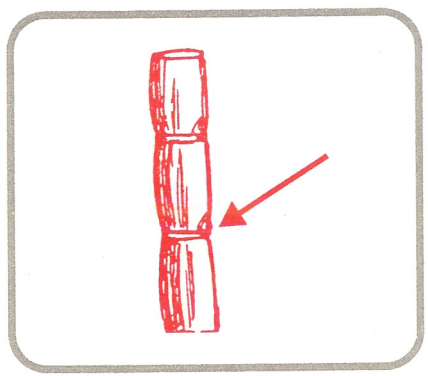
738. केलान झाड

739. ताळ

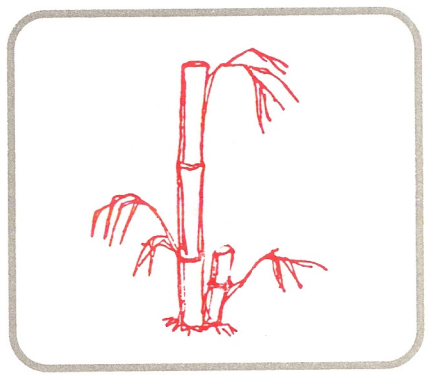
740. वड

741. निबंवली

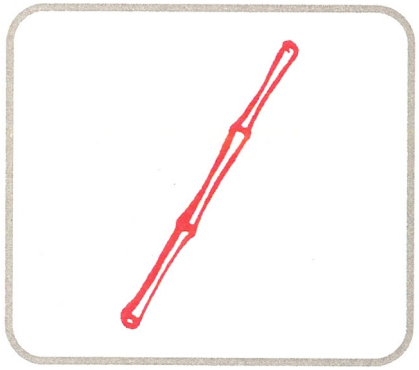
742. हेलडो



743. हेलडीन फाटू (पेर)



744. वोहतू

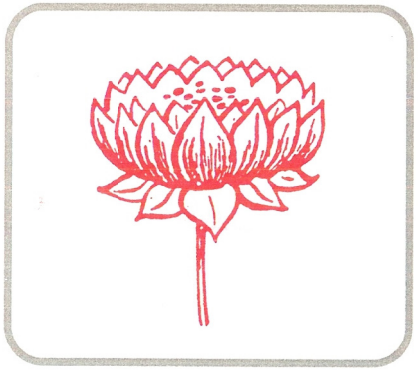


745. टुकरो

746. गोवे

747. चौवरे

748. डुडू

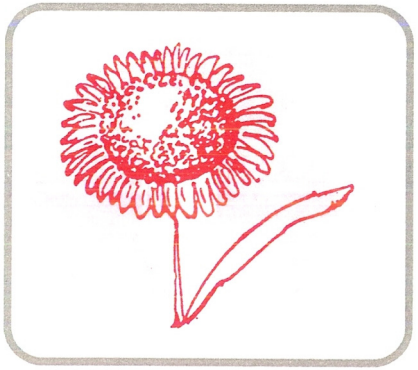


749. कमल

750. जास्वंदी

751. गुलाब

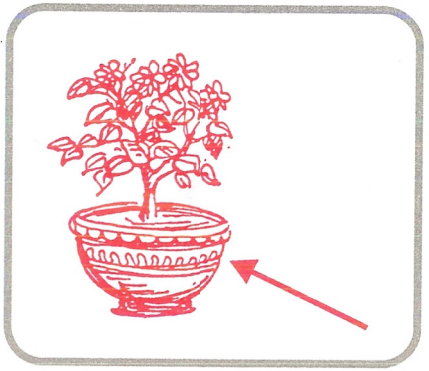
752. सेवंती



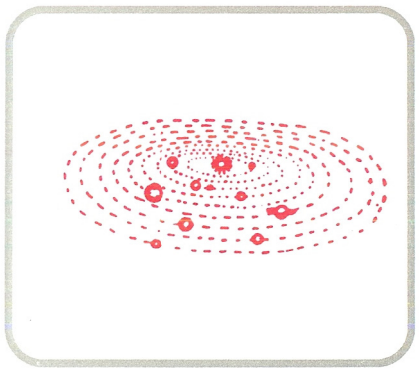
753. हुरजन फुल

754. मोगरा फुल

755. मुर

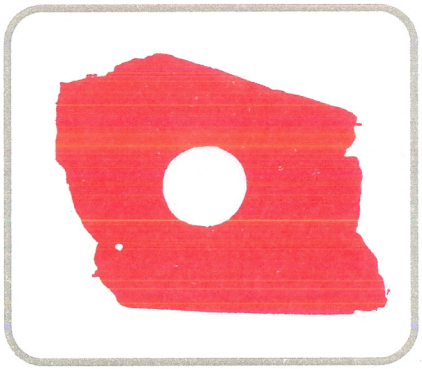


756. कुंडी



757. तारांगण

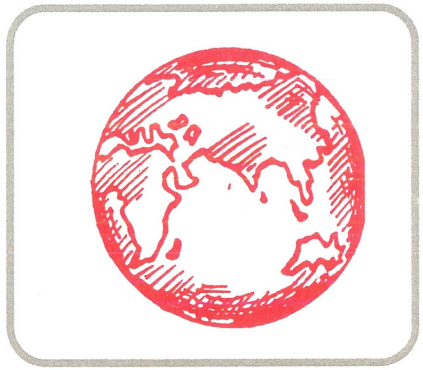
758. दिही



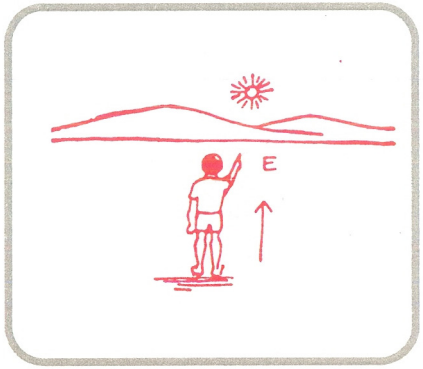
759. नवू

760. तारा

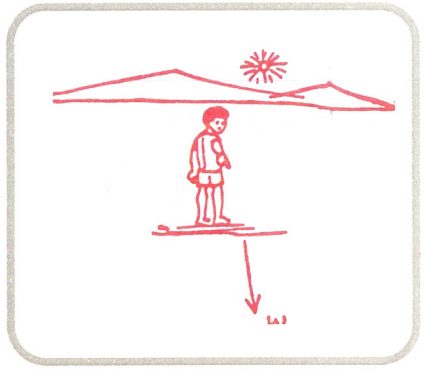
761. सेड्यू तारू



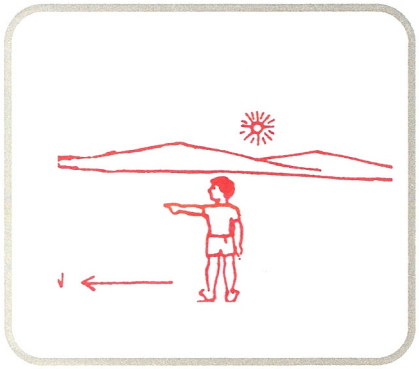
762. धरती



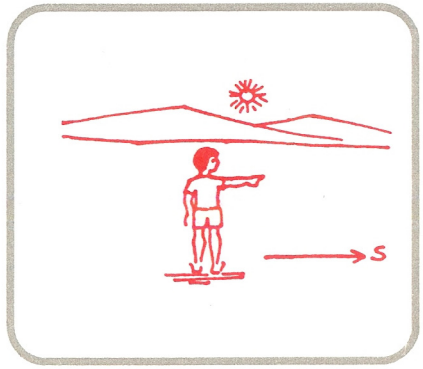
763. ऊगता



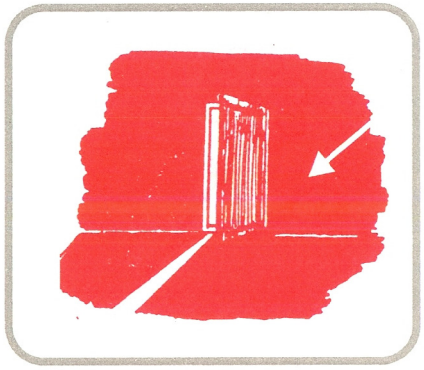
764. बुडता



765. पाला खेर

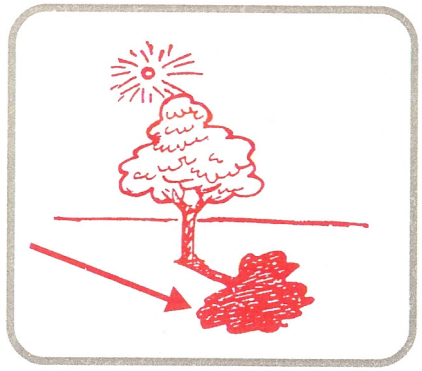


766. देहो खेर

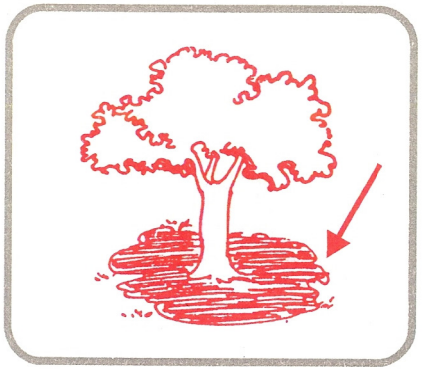


767. आंधारो

768. उज्यालो

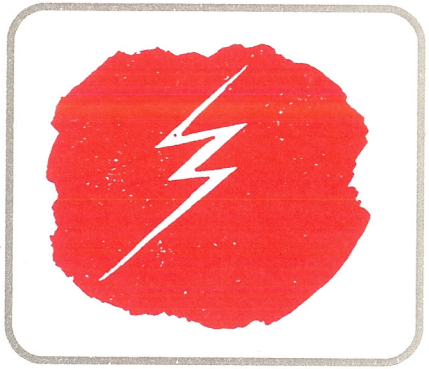


769. सावलू

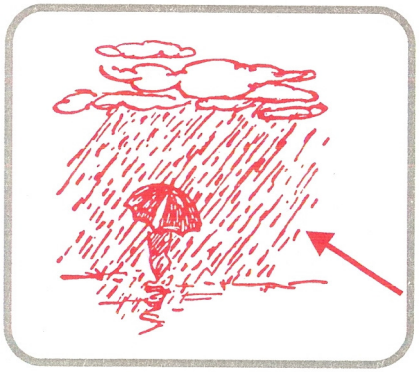


770. सावलू

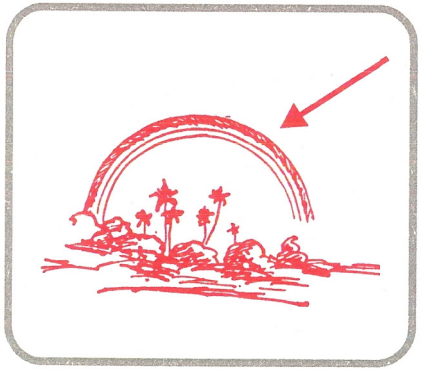
771. वादलो



772. विजलतलो



773. वरहात



774. बाण

775. दोऱ्यू

776. जेलखा

777. किनारे

778. वेलतो

779. उजाड

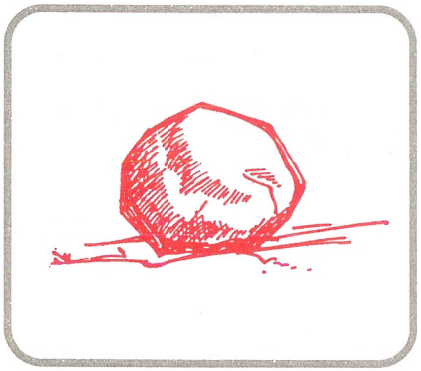
780. ज्वालामुखी

781. बोयडा

782. बोयडान सिगू

783. वाघन दोर

784. बुयारों



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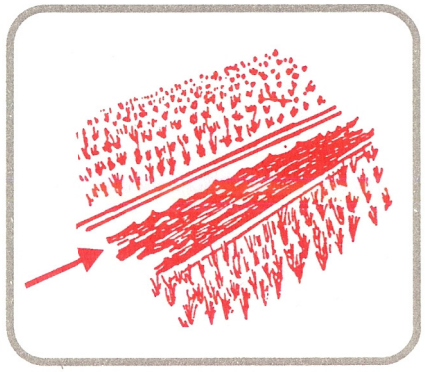
786. बीट

787. नोंद

788. तलाव

789. डाबरू



790. वेरू

791. बुंवरू

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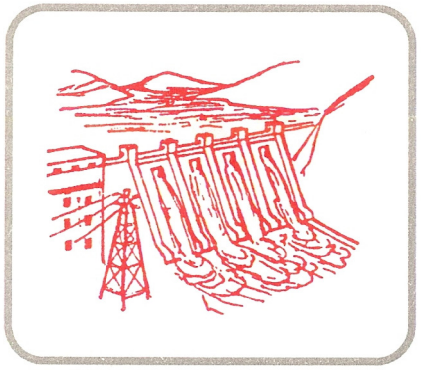
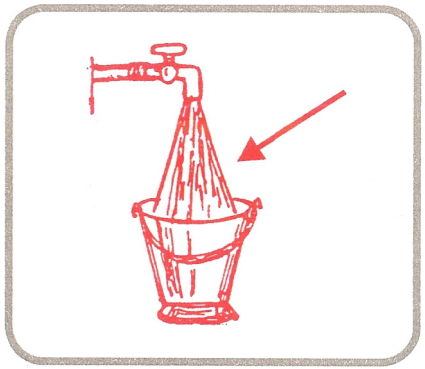
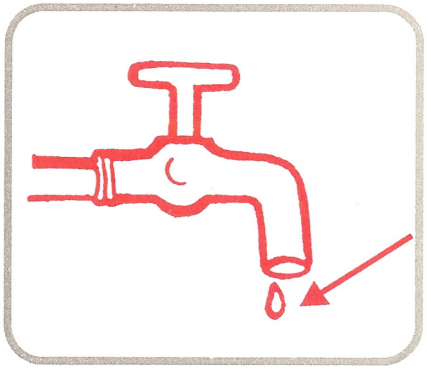


793. धरण

794. घाट



795. दार



796. टिपकू

797. गारा

798. फेहटो

799. गाव

800. होयर

801. किल्लू

802. खेते

803. बगिसो

804. खाड्डू

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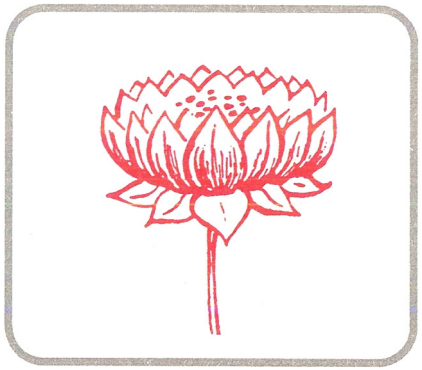

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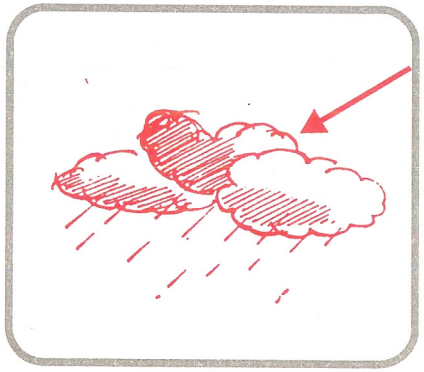

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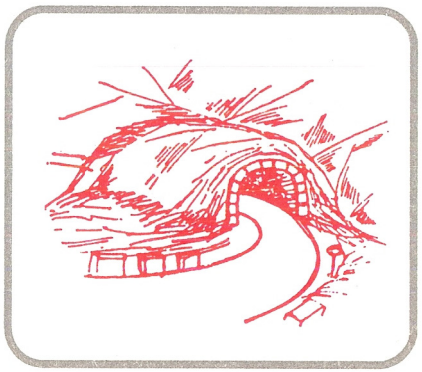

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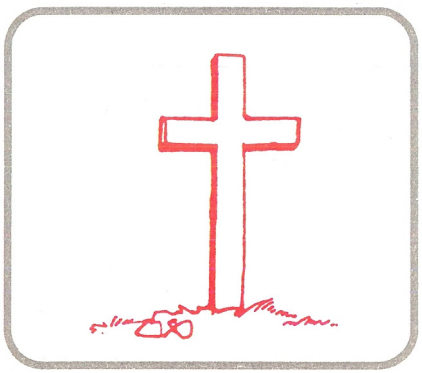

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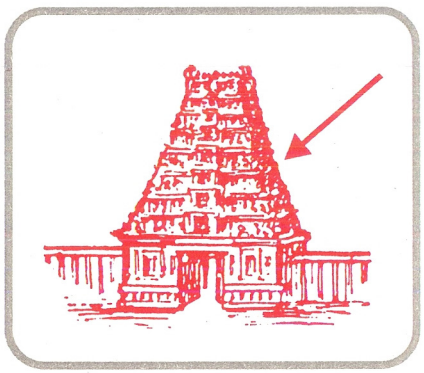

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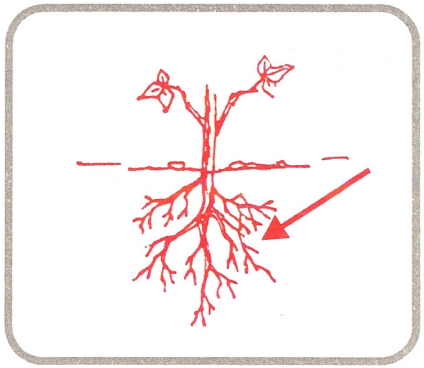

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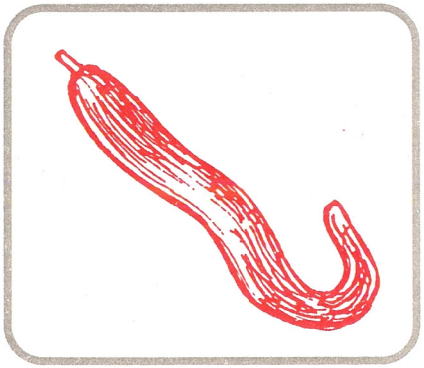
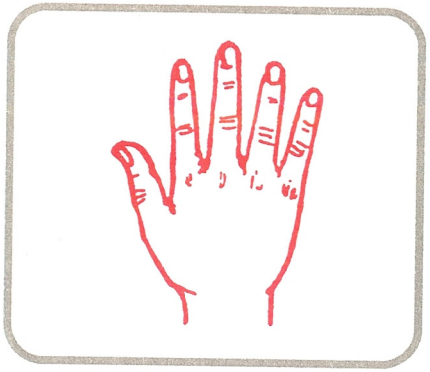


816.

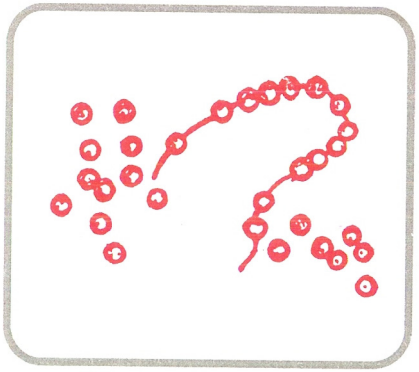
817. डुला

818. दाते

819. पायर

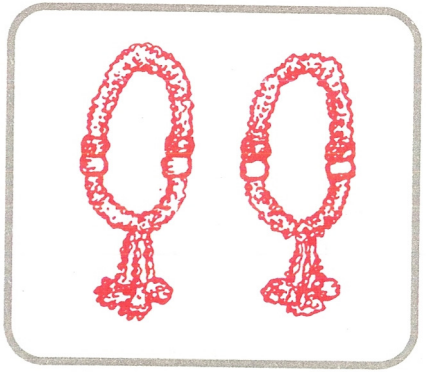


820. ऊलटू आथ

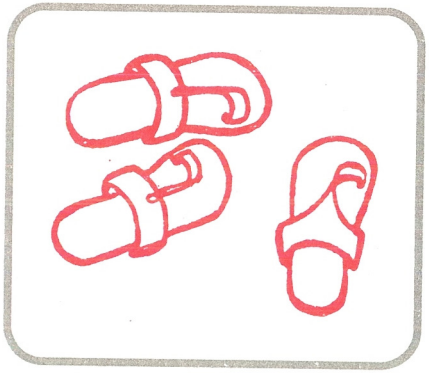


821. किड्या

822. हार



823. फुलहार

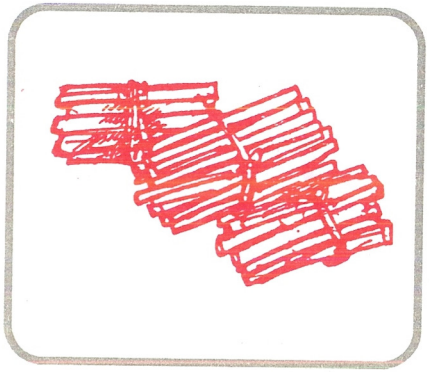


824. साट्या

825. खुपड्यू

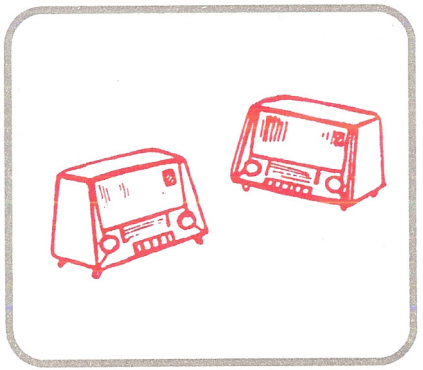
826. हिहा

827. ताला

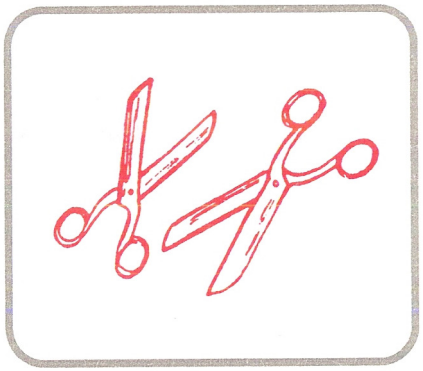


828. बारा

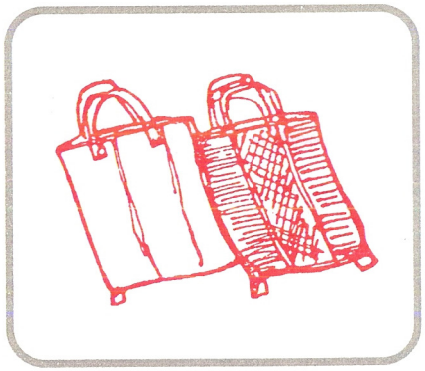
829. बंड्डा



830. रेड्या



831. कातन्या

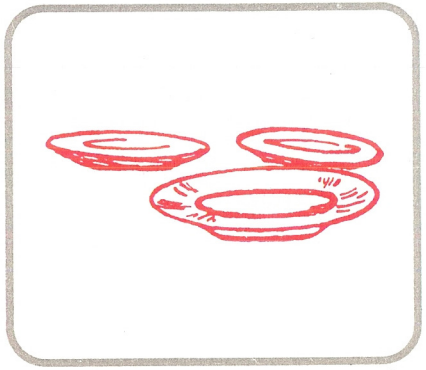


832. खुतला

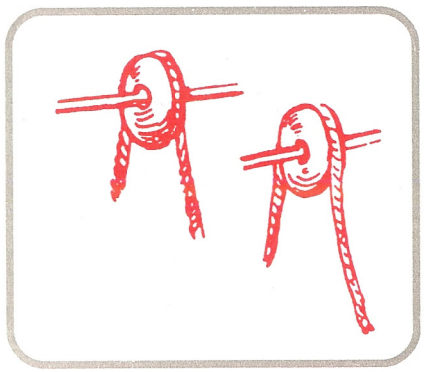
833. कुड्या

834. हिका

835. ग्लासे



836. पितला

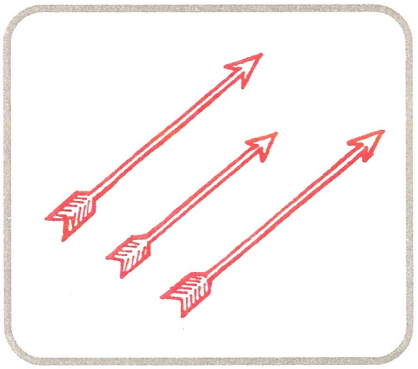


837. फिटकरा

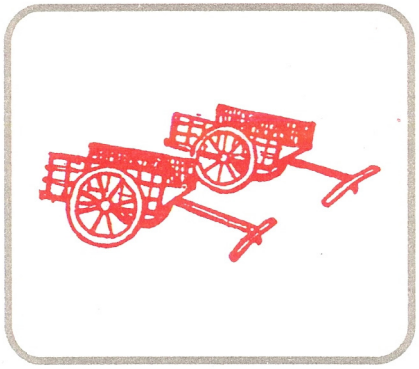
838. पुस्तके

839. नोटा

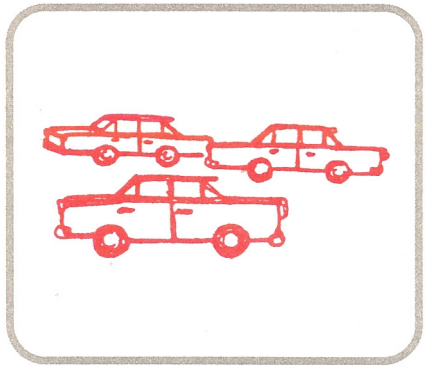
840. पोयहा



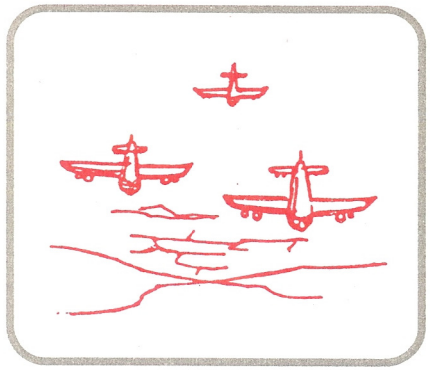
841. बिलखा



842. गाडा

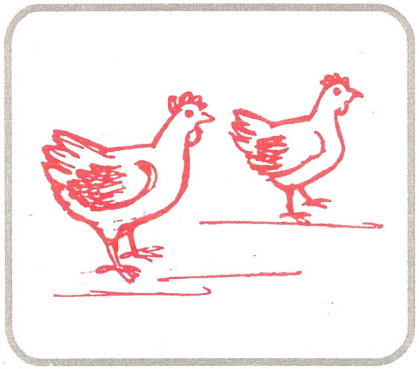


843. गाड्या



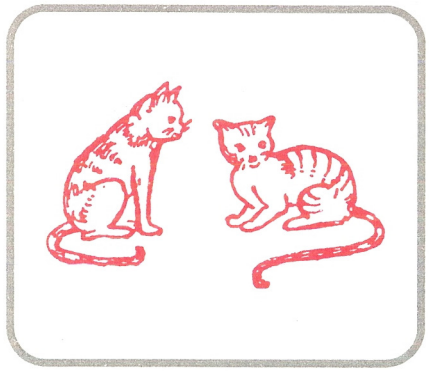
844. खाटला

845. चिडा

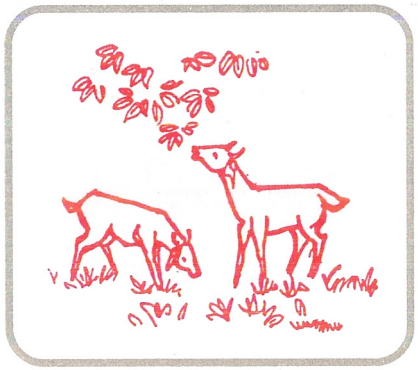


846. कुकडा

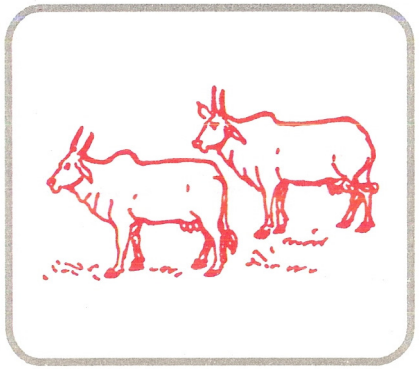
847. फिसे



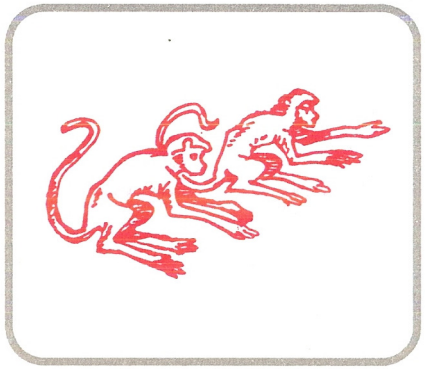
848. बिलाडा



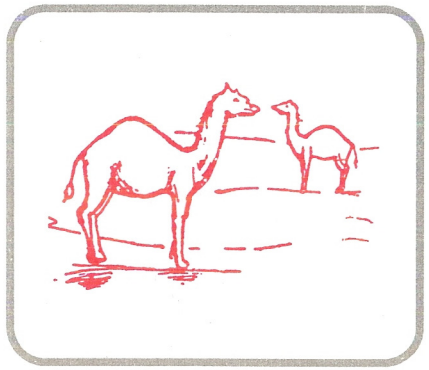
849. बुकड्यू



850. वासडा



851. माकडे



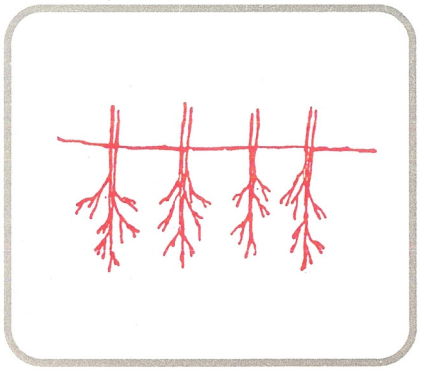
852. उटडा

853. गोडहा

854. मोवन माखा

855. भूबला

856. नवल्यान झाडे



857. मुले

858. भाजीपालू

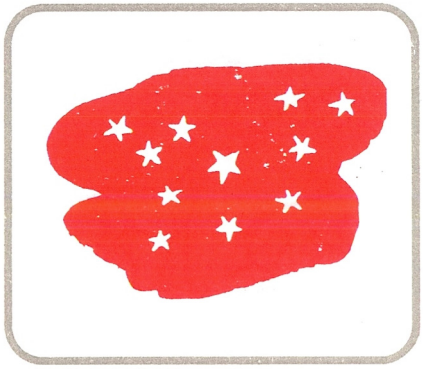
859. मिरचा

860. फुले

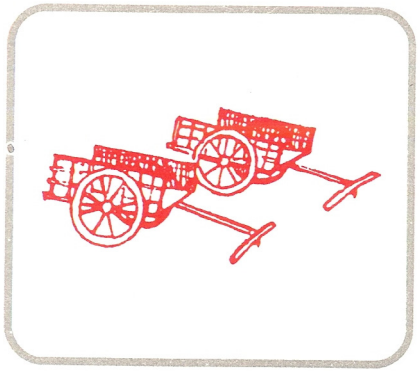
861. फोलवो

862. द्राक्षा

863. दगडा



864. तारा



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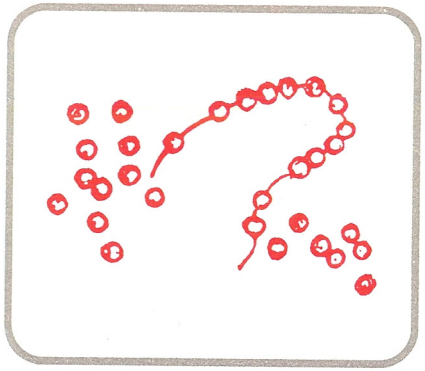

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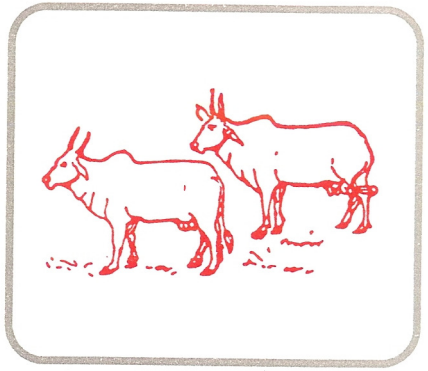

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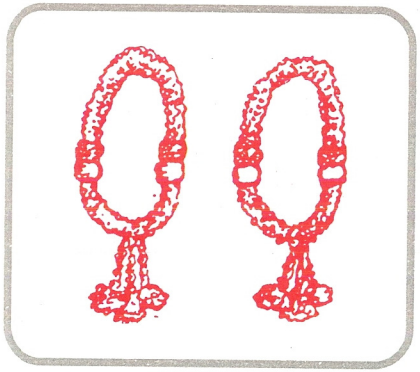

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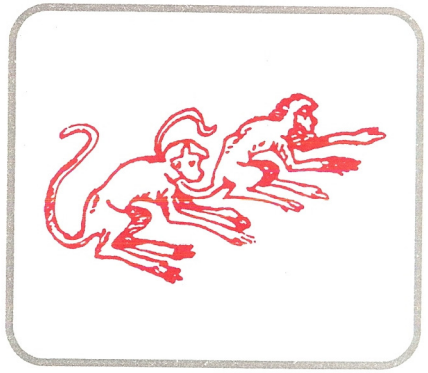

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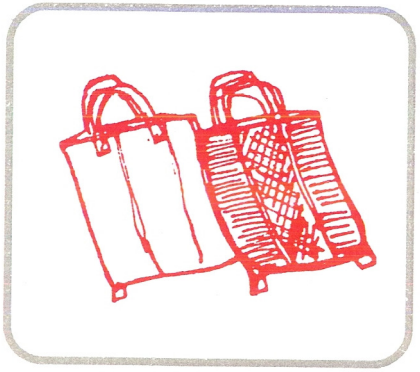

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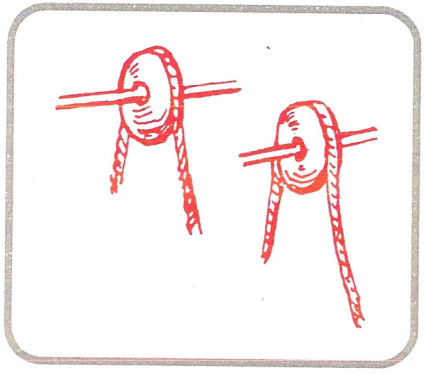

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876.

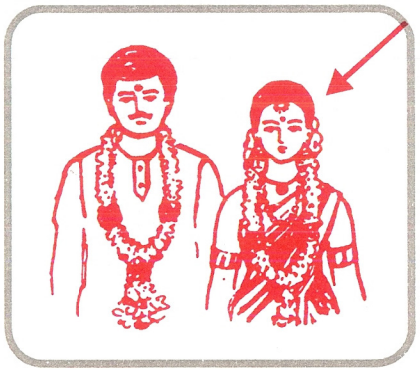
877. पुऱ्य

878. सुरू

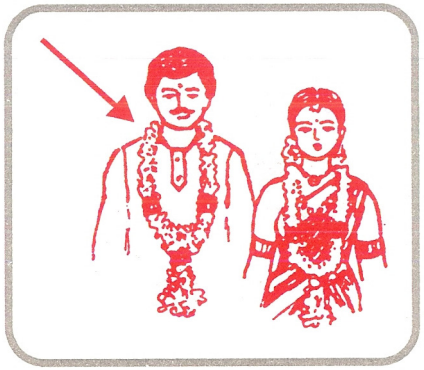
879. सुरी

880. माटी

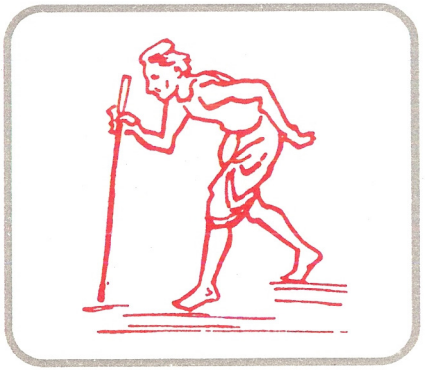
881. बायरो



882. लाडी

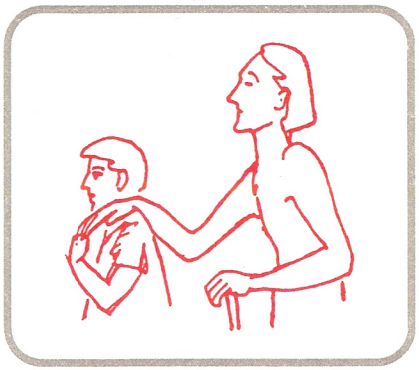


883. वर



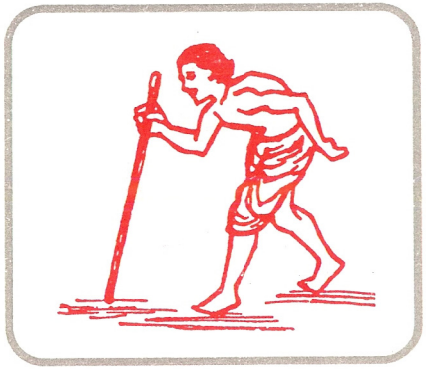
884. डोहू

885. डोही



886. आंदलू

887. आंदली



888. डुगाल माटी

889. डुंगाल बायरो

890. पांगलू

891. पांगली

892. लेखणारू सुरू

893. लेखणारी सुरी

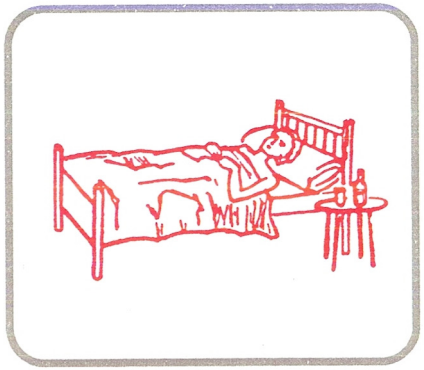
894. मास्तर

895. मास्तरी

896. दोक्तर

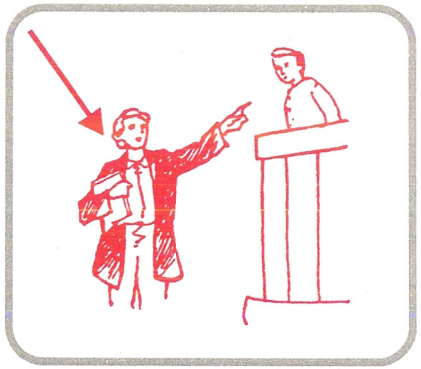
897. दातोन दोक्तर

898. नरसो



899. मांधलो

900. बारहातली



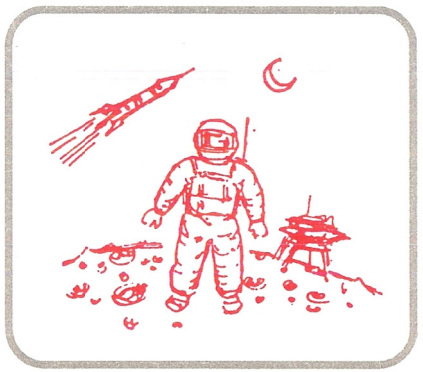
901. वकील

902. जज

903. शास्त्रज्ञ

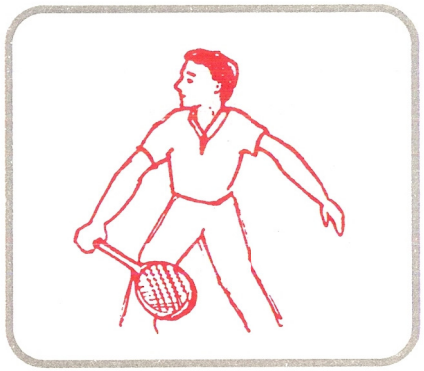
904. डायवर

905. पायलट

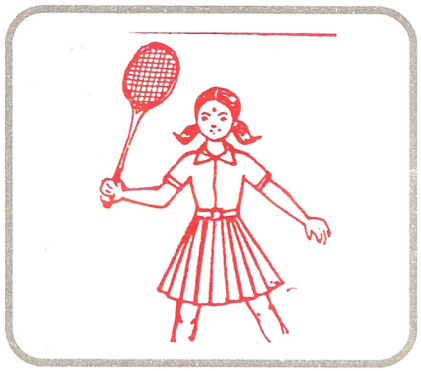


906. अवकाश यात्री

907. टपाल्या



908. खेलतलू

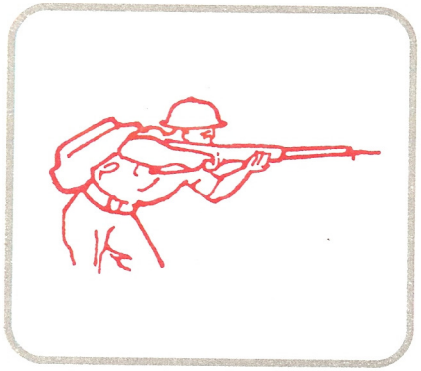


909. खेलतली

910. शिपाय

911. भांड

912. कैदी



913. सैनिक

914. राखवाल

915. भाषण कंन्नारू

916. गावणारी

917. राजा

918. राणी

919. शेतकरी

920. लुगडा वेसणारू

921. डालंका विवणारू

922. फुलोवाली

923. लुगडा विवणारू

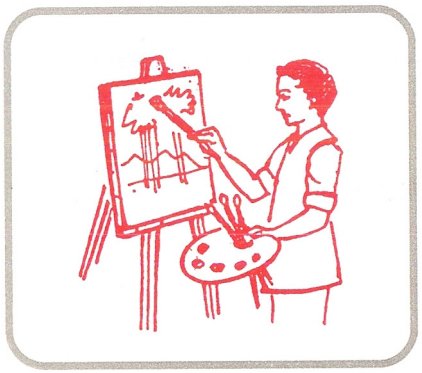
924. सिपू

925. दुबडू

926. मुरत्या बनवणारू

927. मिस्तरी

928. हुतार



929. पेन्टर

930. हुनार

931. लुवार

932. कुंभार

933. मासा मांनारू

934. खाटकडू

935. आथीवालू

936. गडहावालू

937. शिकाऱ्यू

938. हमाल्यू

939. मुलावालू

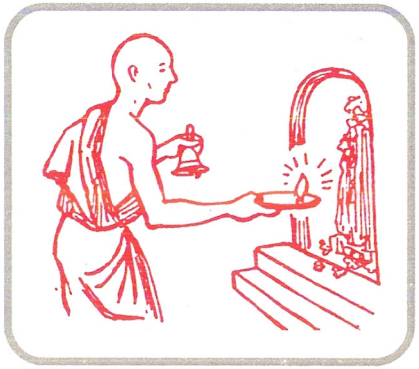
940. सोंगवाड्यू

941. नाचणारू

942. नाचणारी

943. बिखारी

944. उग्रावणारी



945. पुजारू

946. बावू गुसाय

947. सन्यासी

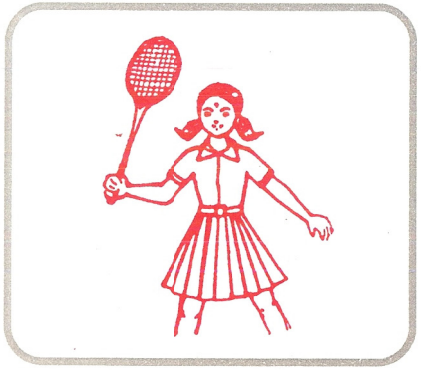
948. पादरी

949.

950.

951.

952.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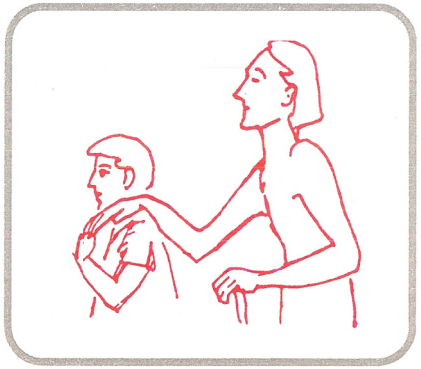
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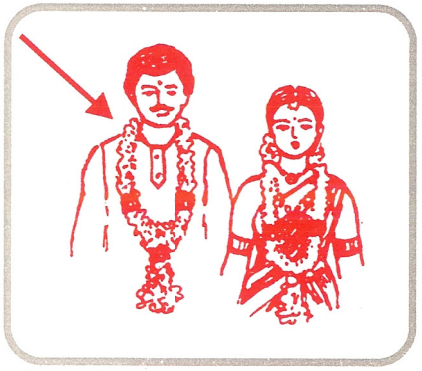
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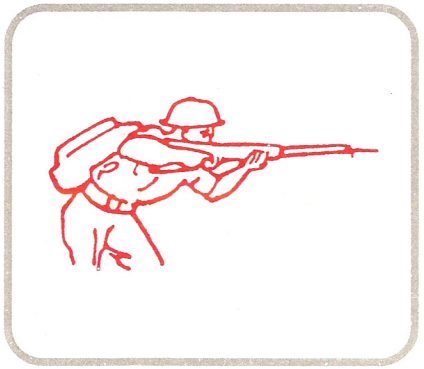

960.

961. माटी

962. बायरा

963. पुऱ्या

964. माणहे

965. खेतोवाला

966. हिकणारा पुऱ्या

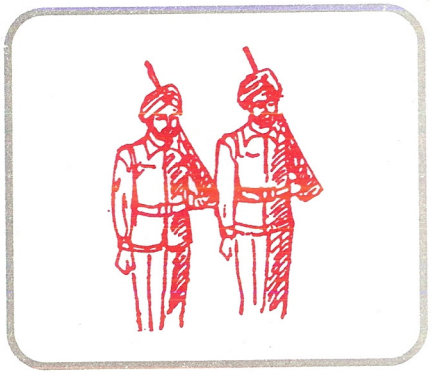
967. हिकणाऱ्यू सुऱ्यू

968. दोक्तर

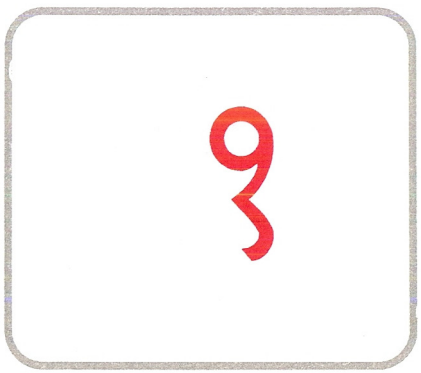
969. नरसा

970. वकीले

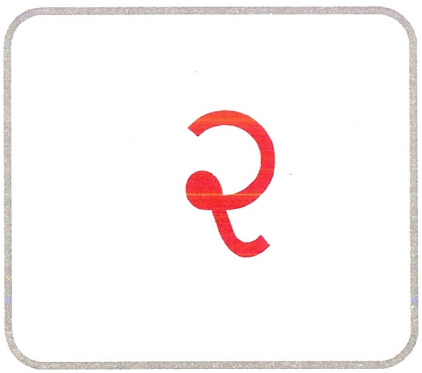
971. मिस्तरी



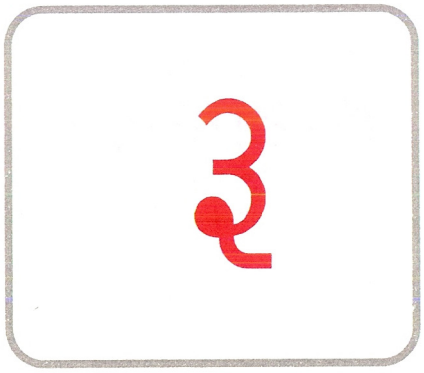
972. पुलिस



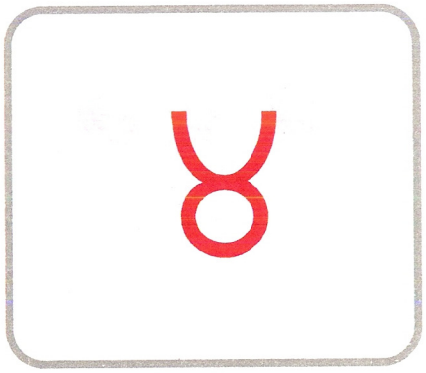
973. एक



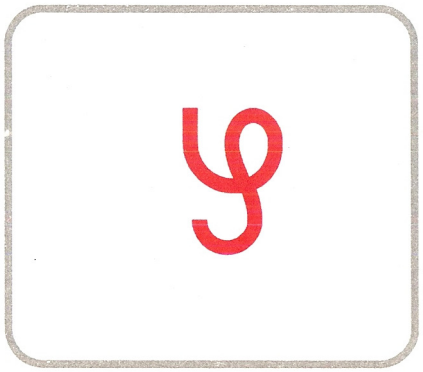
974. दुय



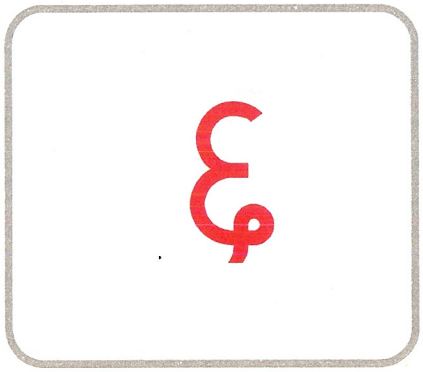
975. तीन



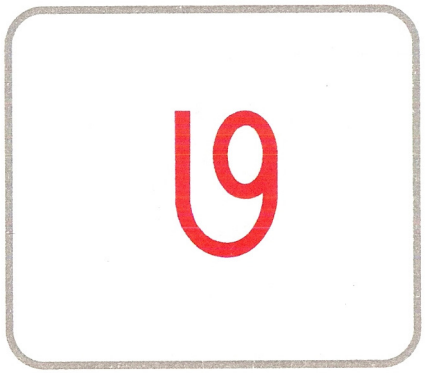
976. चार



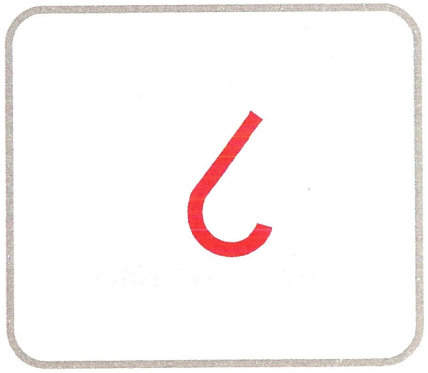
977. पाच



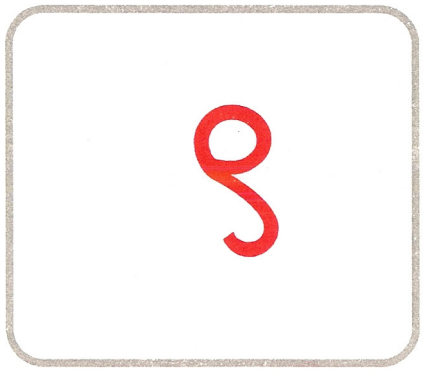
978. सोव



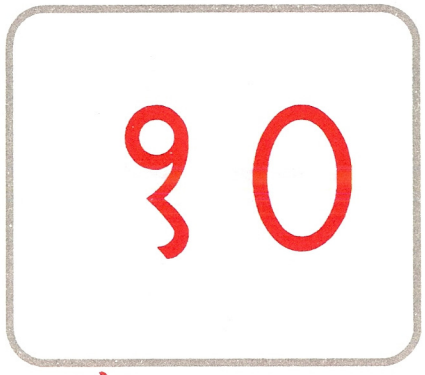
979. हांत



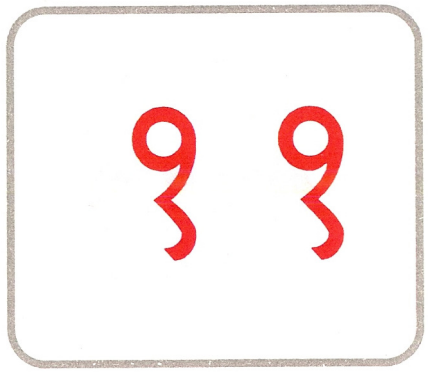
980. आठ



981. नऊ

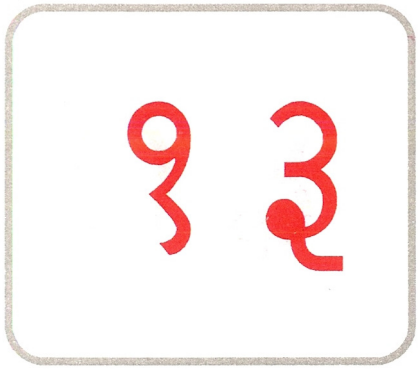


982. दोह

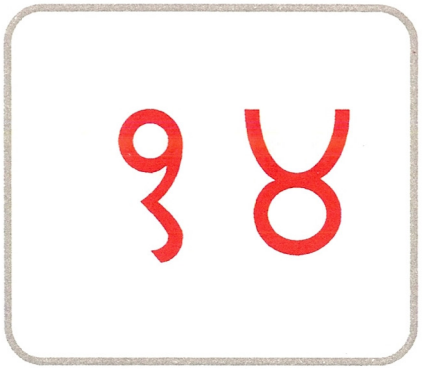


983. इग्यार

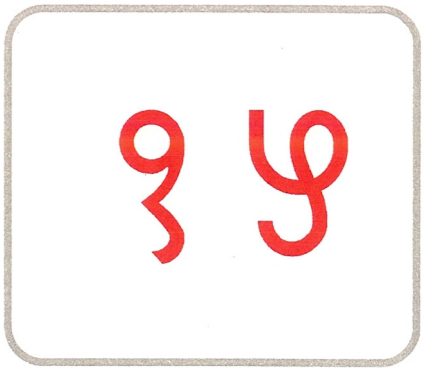
984. बार



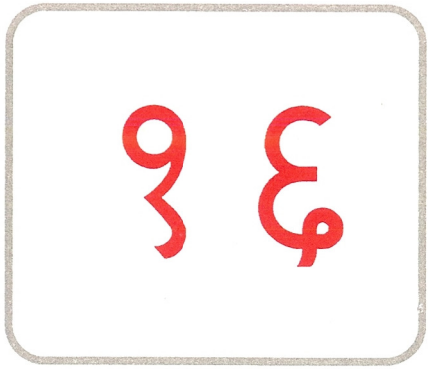
985. तेर



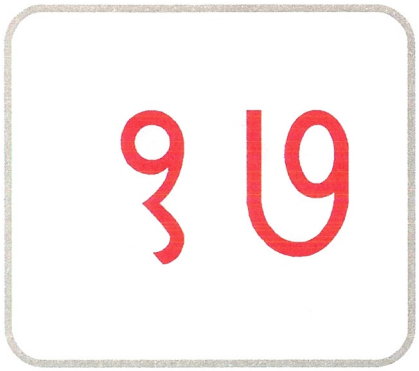
986. चुद



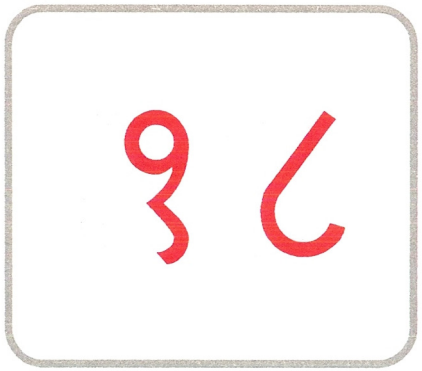
987. पंनोर



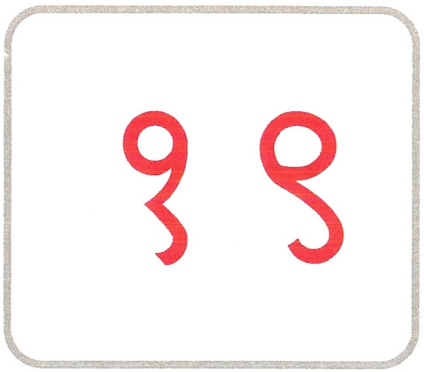
988. हुल



989. होतर



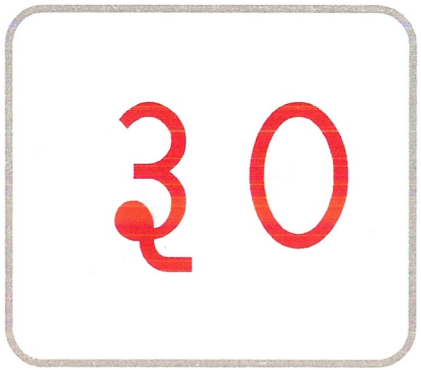
990. ऐडार



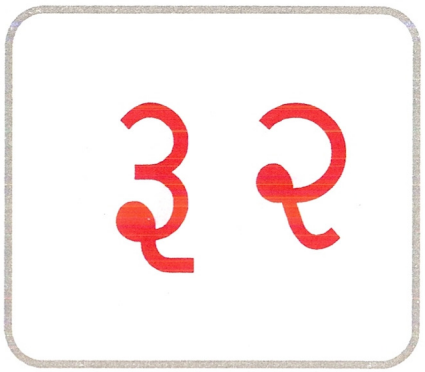
991. उगणीह

992. वीह

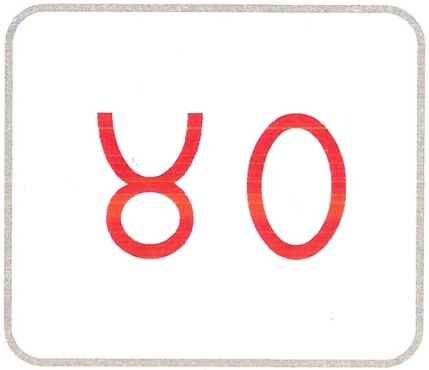
993. विन एक



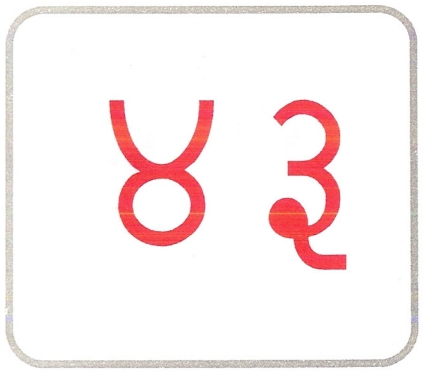
994. विन दोह



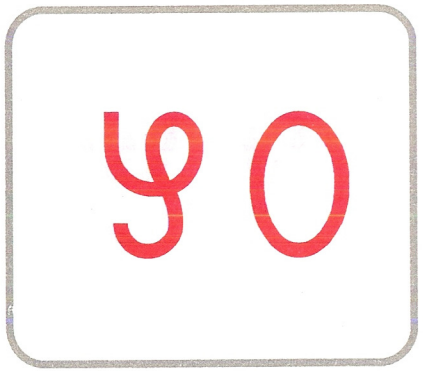
995. विन बार



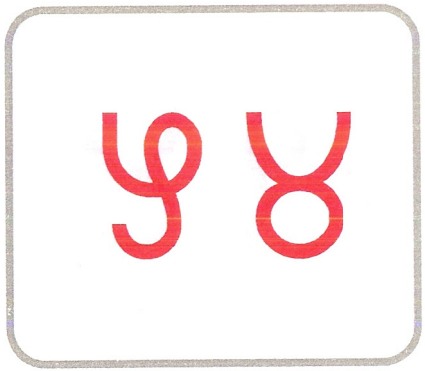
996. चालीह



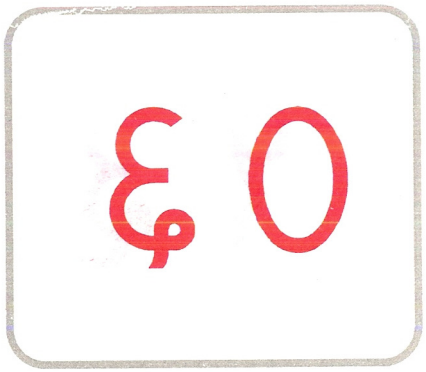
997. चालीन तीन



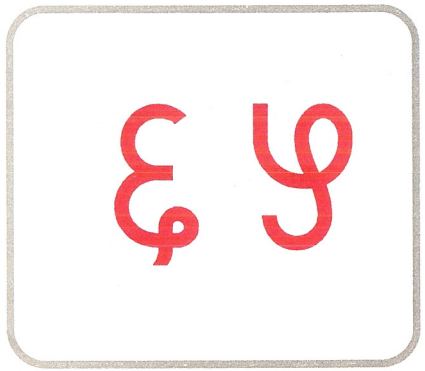
998. पचाहा



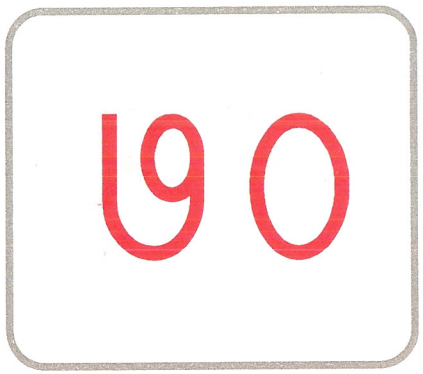
999. चालीन चुद



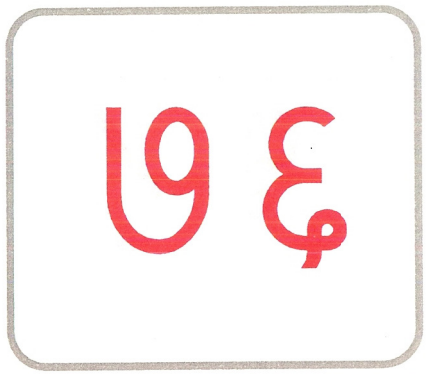
1000. तीन विही



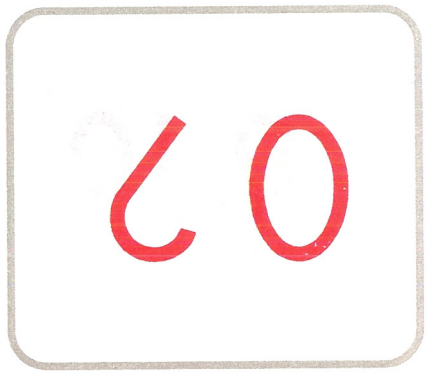
1001. तीन विहीन पास



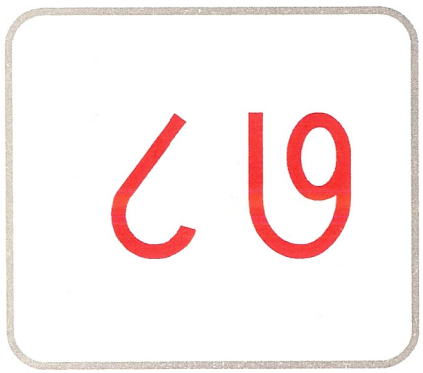
1002. तीन विहीन दोह



1003. तीन विहीन हुल

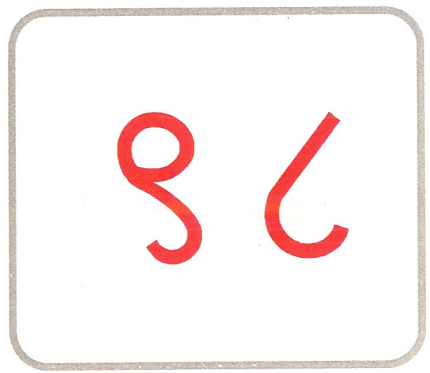


1004. चार विही



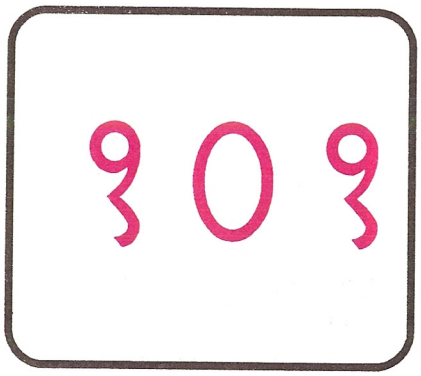
1005. चार विहीन हात

1006. चार विहीन दोह

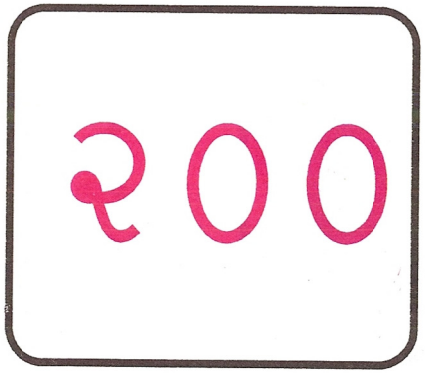


1007. दुय कमी होव

1008. एक होव

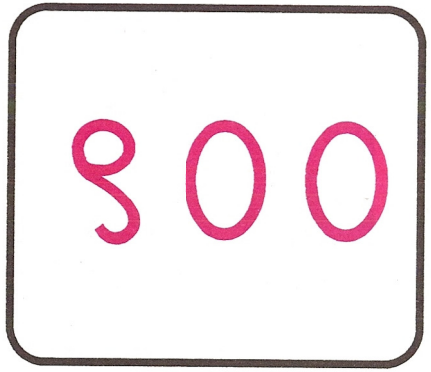


1009. एक होव एक

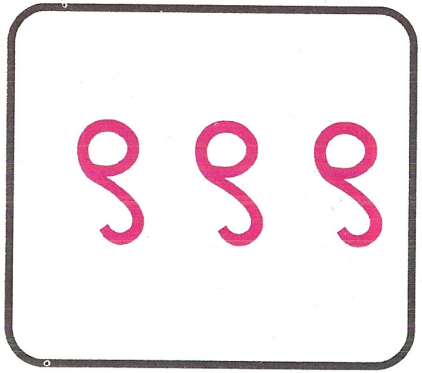


1010. दुय होव

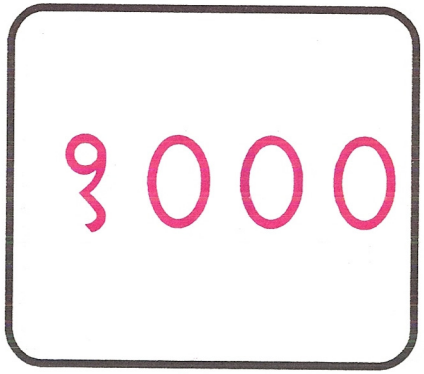
1011. दुय होव एक



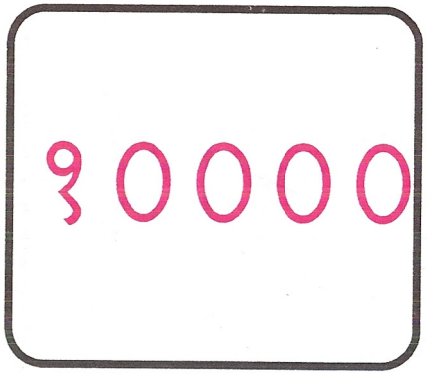
1012. नऊ होव



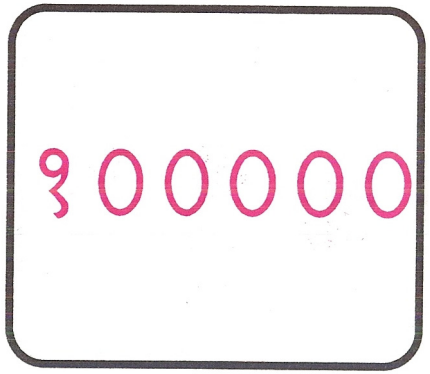
1013. एक कमी ओजार



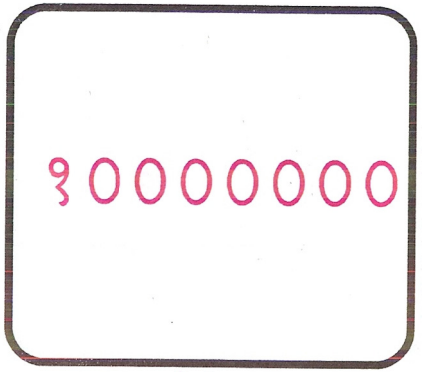
1014. एक ओजार



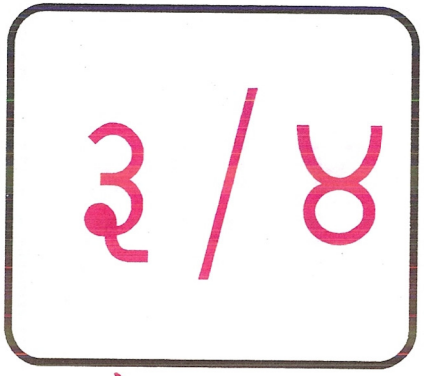
1015. दोह ओजार



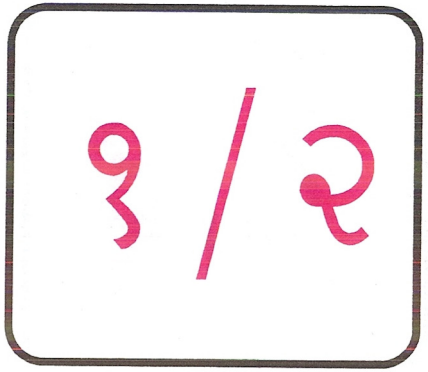
1016. एक लाख



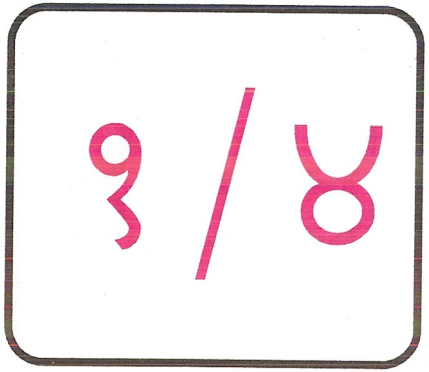
1017. एक कोटी



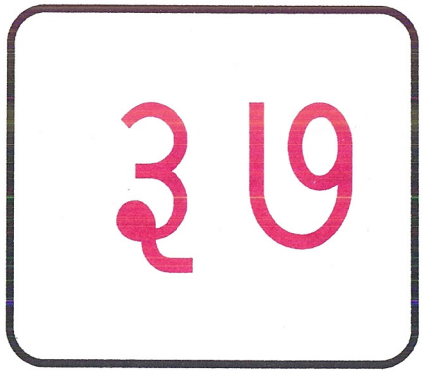
1018. पोण भाग



1019. पाव शेर



1020. पाव भाग



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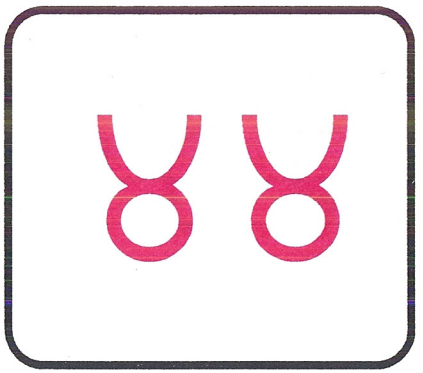

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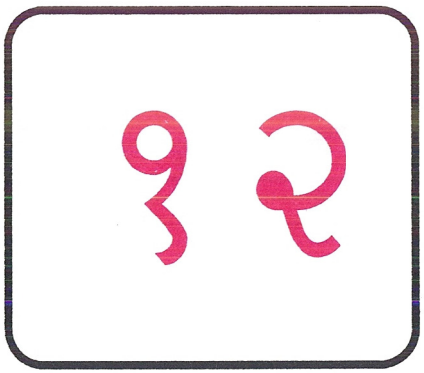

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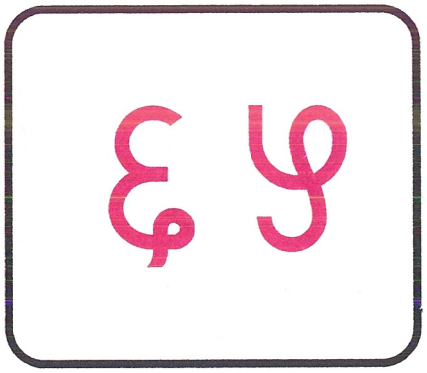

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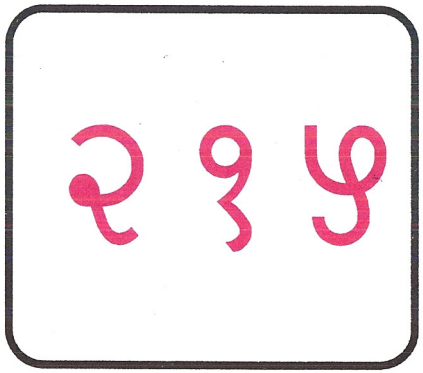

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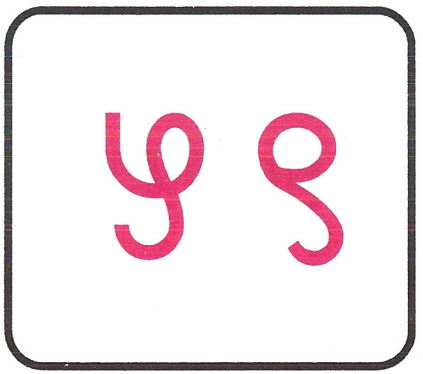

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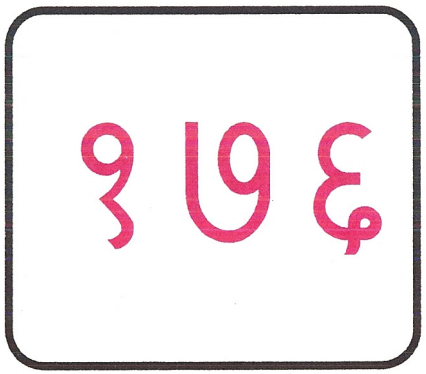

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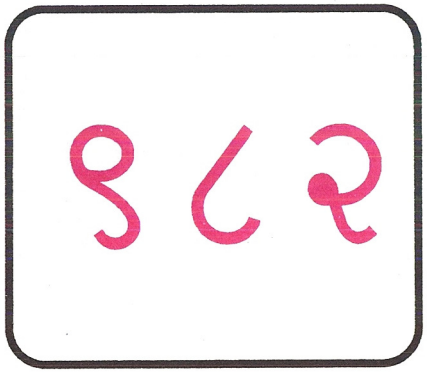

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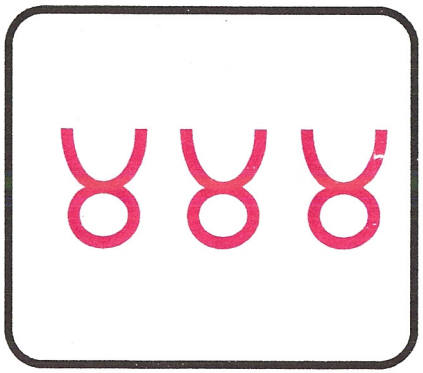

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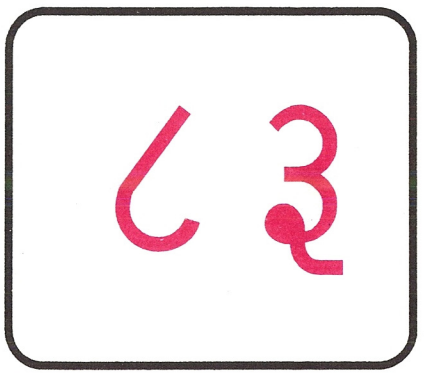

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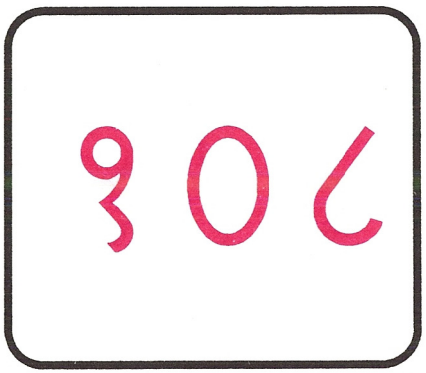

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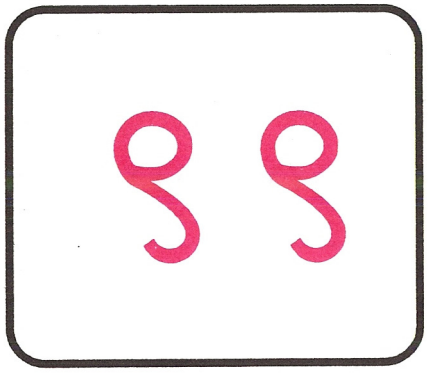

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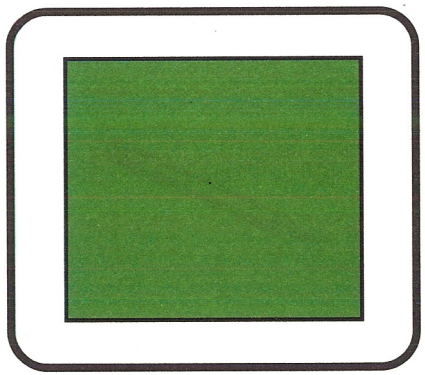
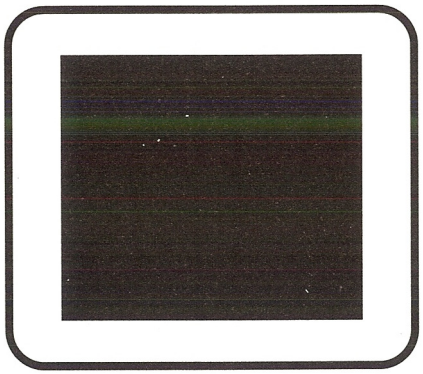
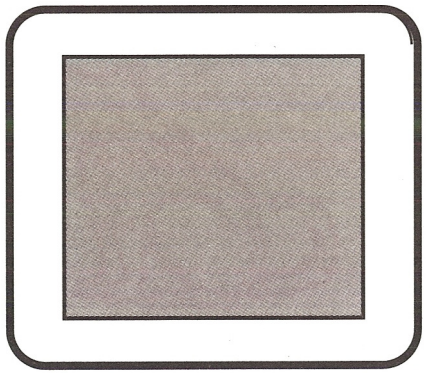


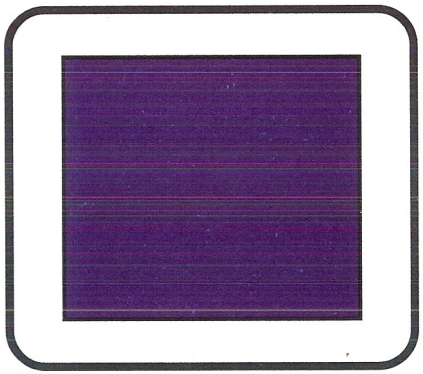
1033. हिरवू



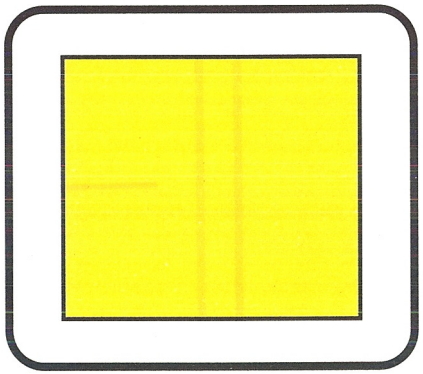
1034. काल्लू



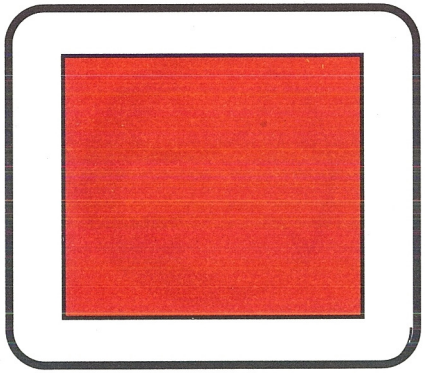
1035. रूखड्यू



1036. निल्लू

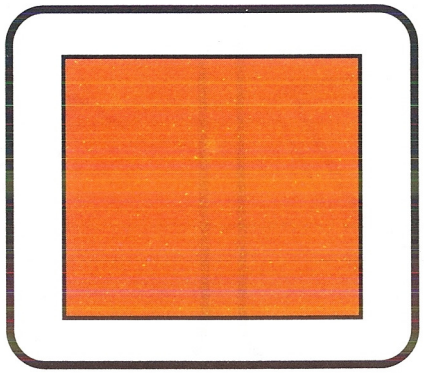


1037. पेल्लू

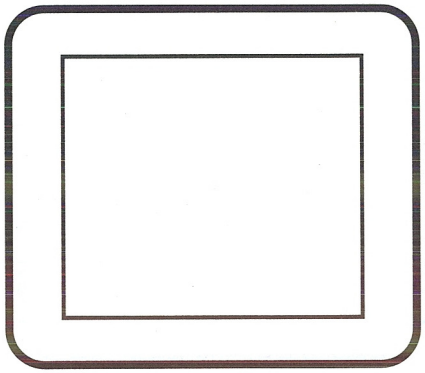


1038. रातलू

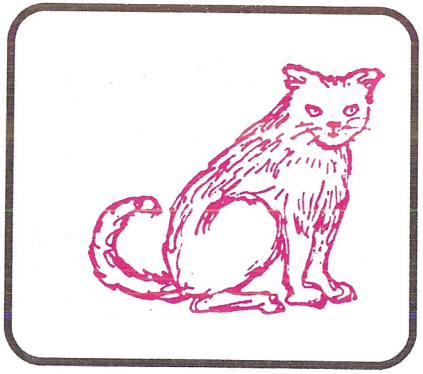
1039. जांमण्यू



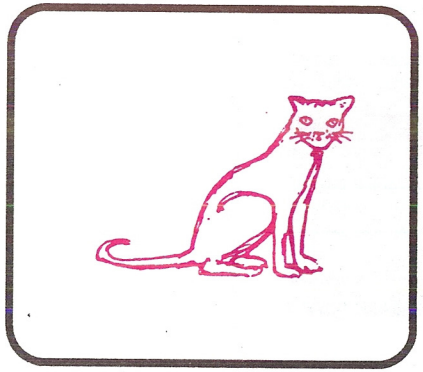
1040. खारवू



1041. बुल्लू

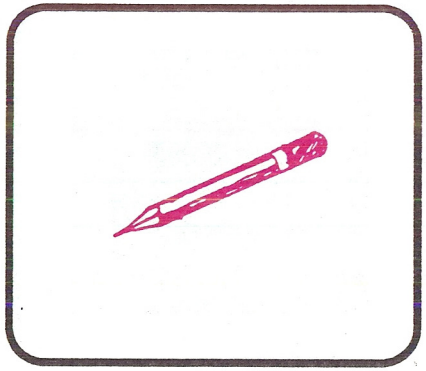


1042. मोटली बिलाडी

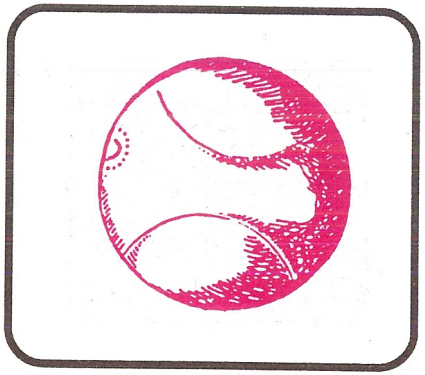


1043. आयतली बिलाडी

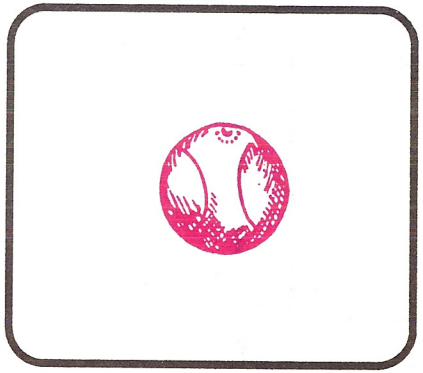
1044. लांबली सिसपेन्सिल



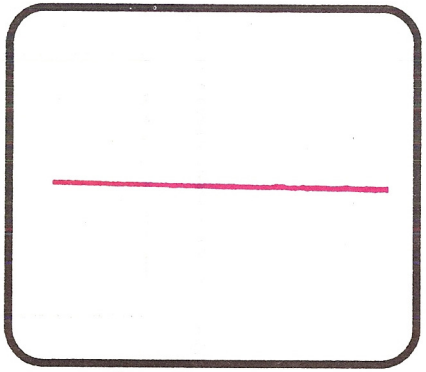
1045. चुटली सिसपेन्सिल



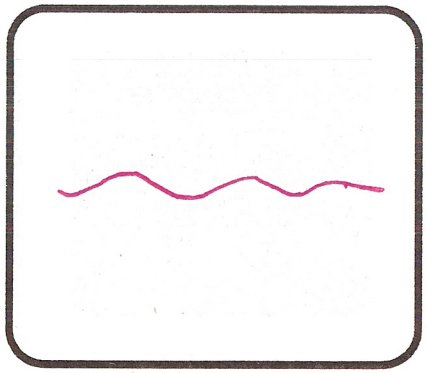
1046. मोटलू बड्डू



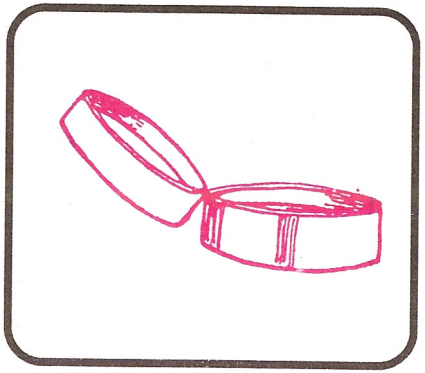
1047. आयतलू बड्डू



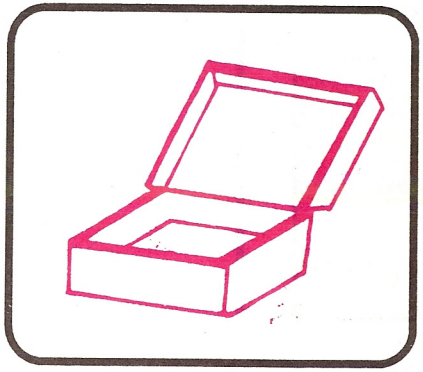
1048. होल्लू चिरकू



1049. वाकु डेकु चिरकू

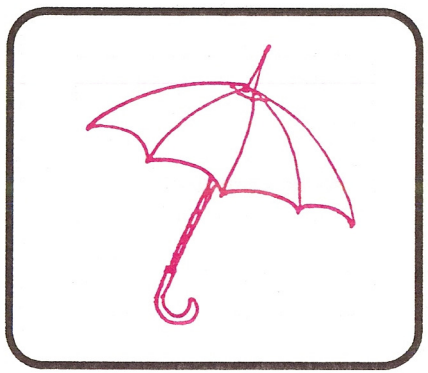


1050. गुडल्ली डबी

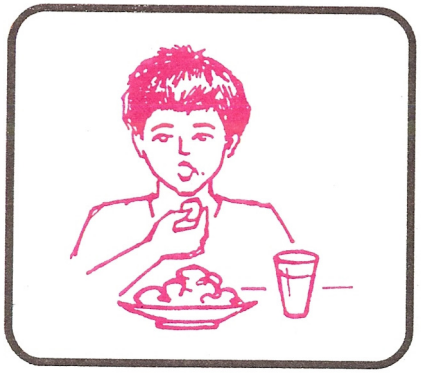


1051. चारखुणी पेटी

1052. जुनली छतरी



1053. नवली छतरी

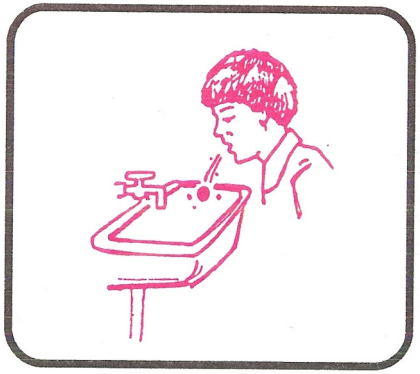


1054. खातलू

1055. पितलू

1056. चाटतलू

1057. गिलेहे



1058. थुपतलू

1059. उखलेहे

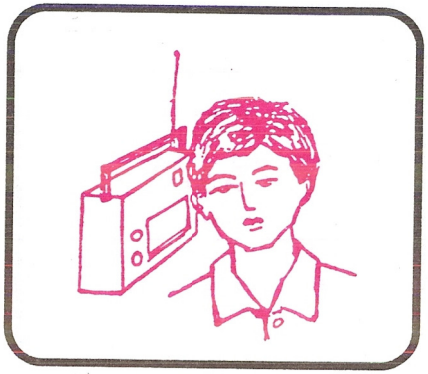
1060. चुंहतलू

1061. खांहतलू

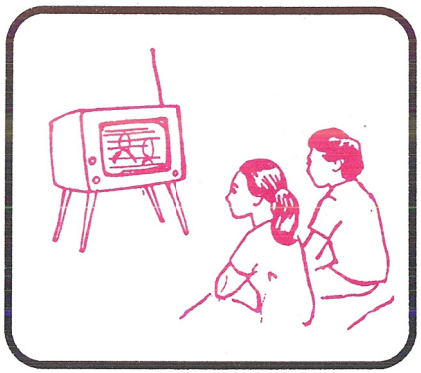
1062. हादेहे

1063. भजन गावेहे

1064. गंदेहे

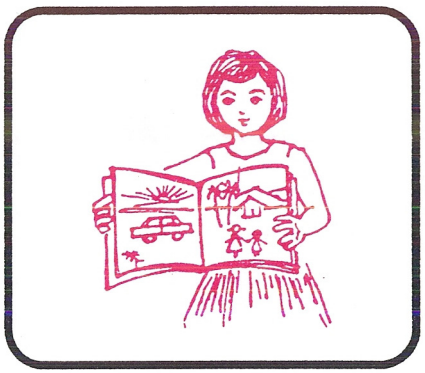


1065. होंबलेहे



1066. बालतला

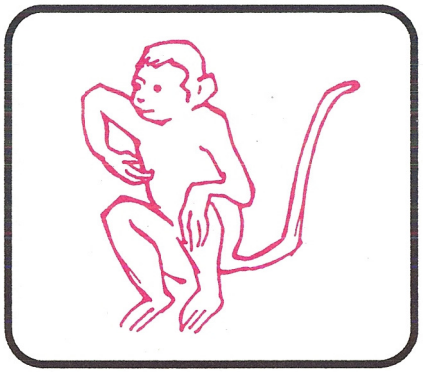
1067. बालतली



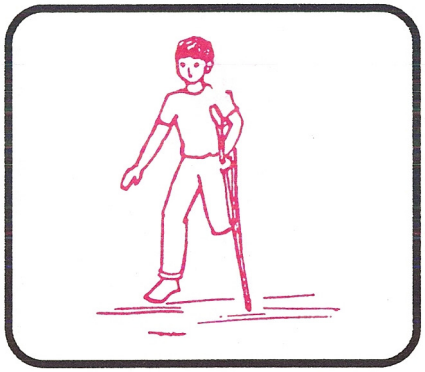
1068. देखाडतली

1069. देखाडतलू

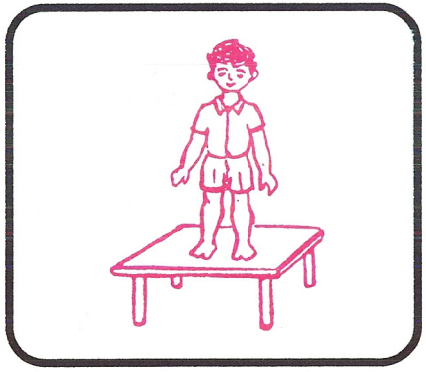
1070. नुसेहे



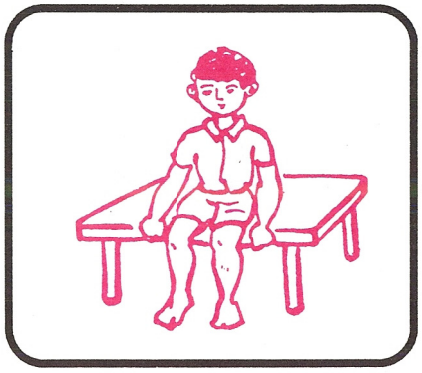
1071. खांजालेहे



1072. लेंगायेहे



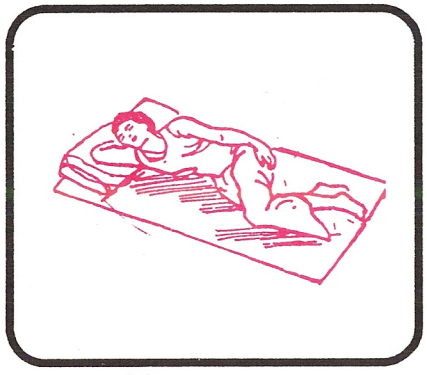
1073. उभरयेहे



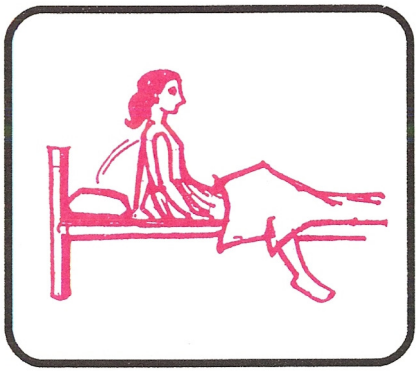
1074. बोठलू

1075. टेका उभरोयलू

1076. आडवू पोड्योह



1077. हुवेहे



1078. ऊठेहे

1079. पेरतलू

1080. काडतलू

1081. पेरतली

1082. झाडेहे

1083. चालतली

1084. कुटेहे

1085. दोलतली

1086. वाटेहे

1087. किसहे

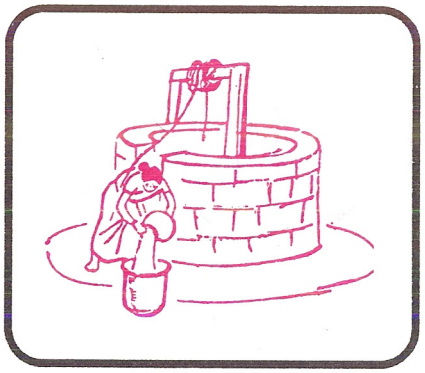
1088. चालवतली

1089. सुडवतली

1090. तळतली

1091. आपतली

1092. काडेहे



1093. रेचवतली

1094. ऊंगलतलू

1095. आसटतली

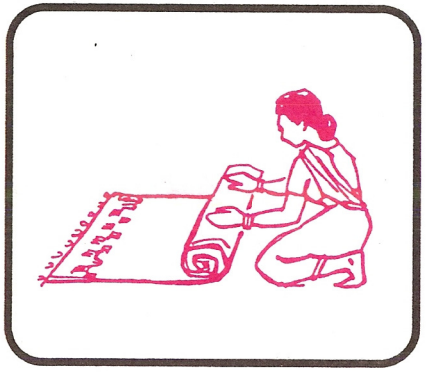
1096. निपटतली

1097. उजालतली

1098. बारतली

1099. नुसतली

1100. सुरवतली



1101. वेटालतली

1102. आथरतली

1103. विसरतली

1104. गुत्तली

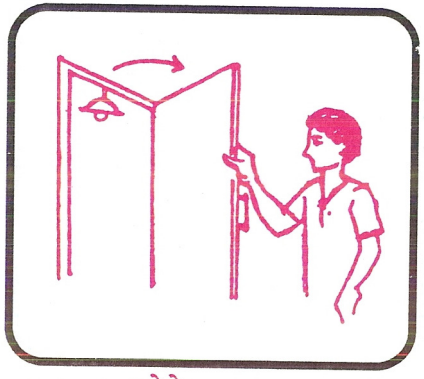
1105. काडतली

1106. सालवतली

1107. मेकतली

1108. ऊतारतली

1109. लागाडेहे

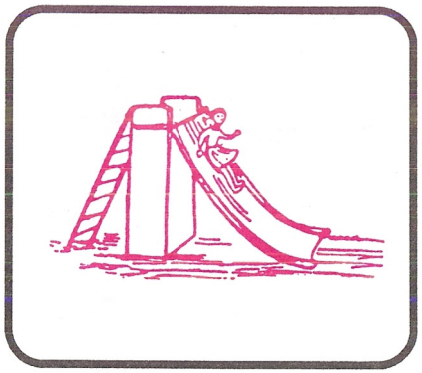


1110. उगाडेहे

1111. खेलतला

1112. इंदलायतली

1113. इंदलतली



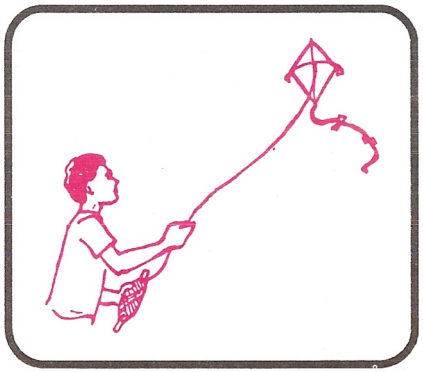
1114. होरकेहे

1115. विंजेहे

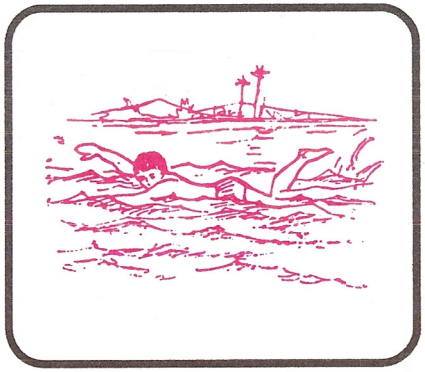
1116. लाते करीन ठुकेहे

1117. नाखेहे

1118. जेलेहे

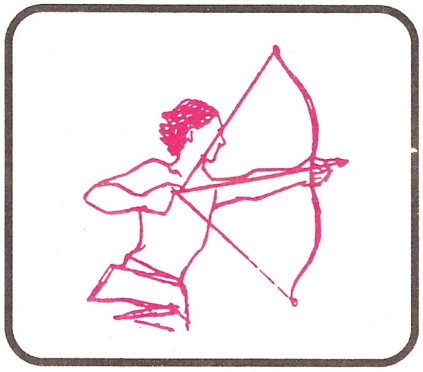


1119. उडाळोतलू

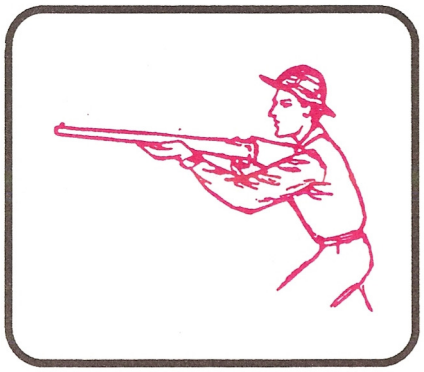


1120. जेफतलू

1121. फुगाळतलू



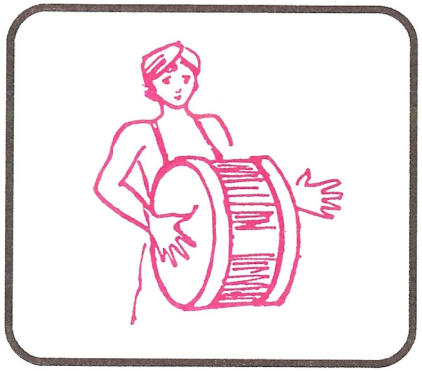
1122. विंदतलू



1123. नेम धरतलू

1124. वाजाडतली

1125. वाजाडतलू

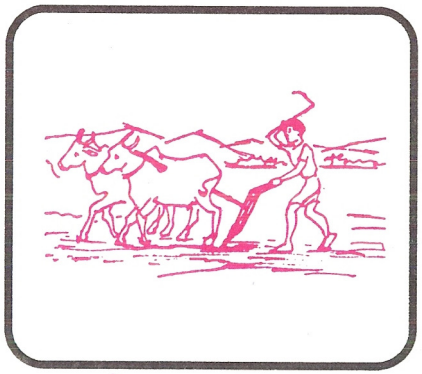


1126. वाजाडतलू

1127. नासतली

1128. गोडतलू

1129. खोणतलू



1130. खेडतलू

1131. उरतलू

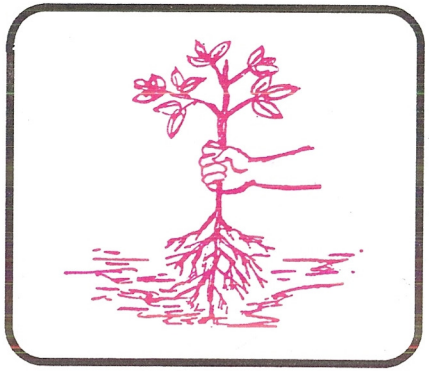
1132. ठाणतलू

1133. हिपडतली

1134. सुटतली

1135. वोयतलू

1136. तुडतलू

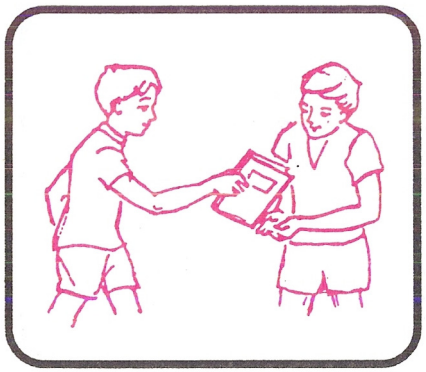


1137. उखालतलू

1138. तुलतलू

1139. भरतली

1140. आपतलू



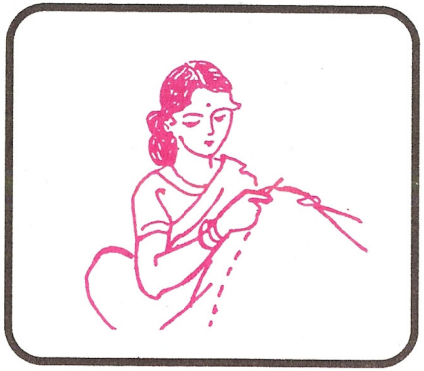
1141. लेतलू

1142. वाटतली

1143. वेचातो लेतली

1144. नाखतली

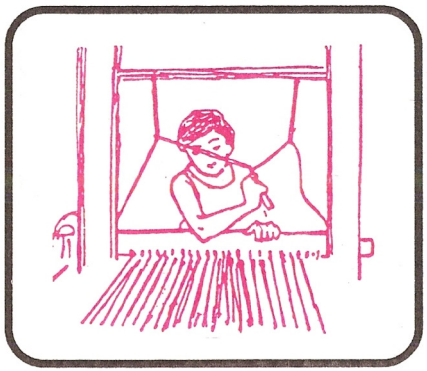
1145. दुरू पुवतली



1146. हिवतली

1147. विणतली

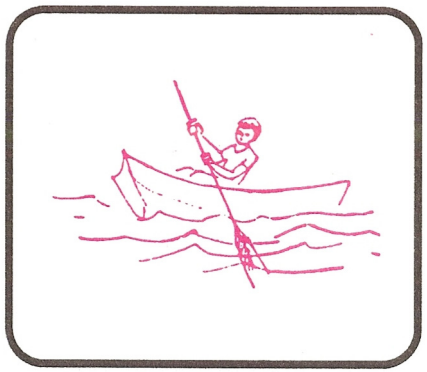
1148. कात्तली



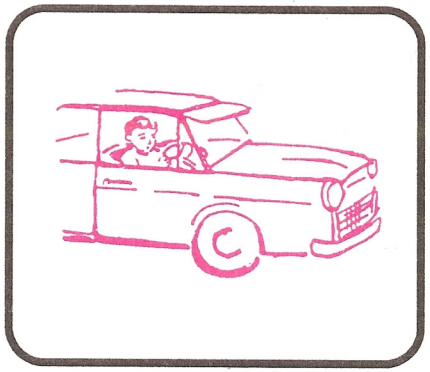
1149. लुगडा विणतलू

1150. टुपल्या विणतली

1151. जाल नाखतलू



1152. डूङ्य चालाडेहे

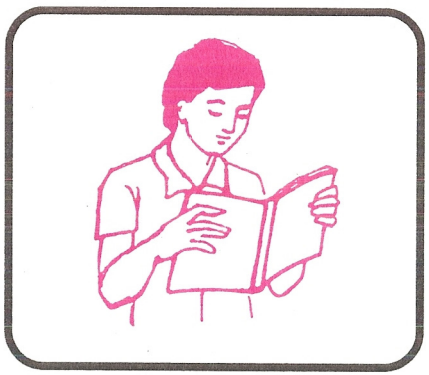


1153. गाडी चालाडेहे

1154. भिक मांगेहे

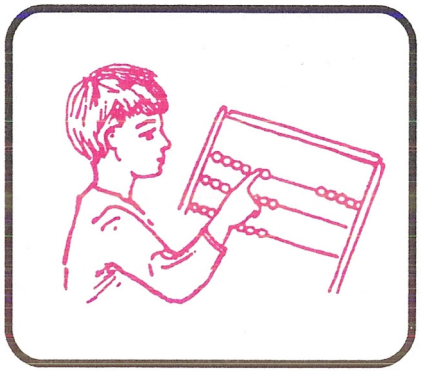
1155. चुरतलू

1156. तपासतलू



1157. वाचतलू

1158. लेखतलू

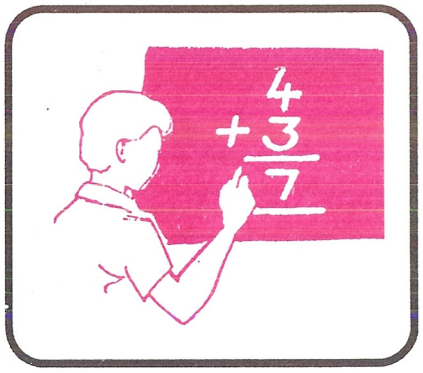


1159. गोणतलू

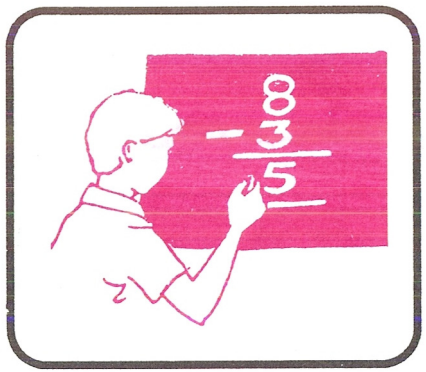
1160. चित्रो काडतलू

1161. नुसतलू

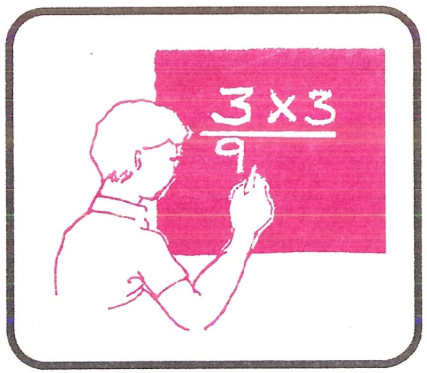
1162. हिकाडतलू



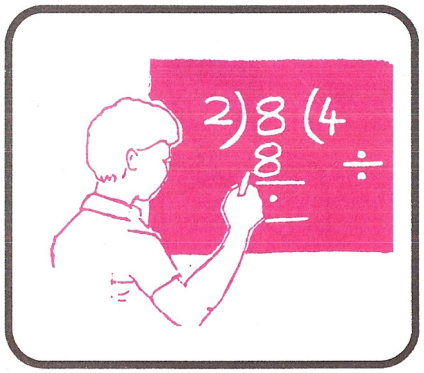
1163. बेरीज कोरतलू



1164. वजाबाकी कोरतलू



1165. गुणाकार कोरतलू



1166. भागाकार कोरतलू

1167. आंहोतली

1168. रोडतली

1169. हादेहे

1170. विसार करेहे

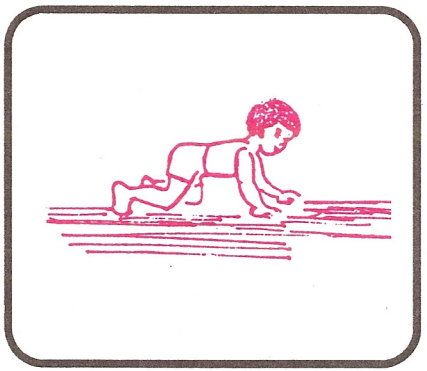
1171. लागाडेहे

1172. ऊलवेहे

1173. राम राम करेहे

1174. पाया पोडेहे

1175. आशिर्वाद देयेहे



1176. होरकेहे

1177. चालतलू

1178. दौवडतलू

1179. वाल लागलू

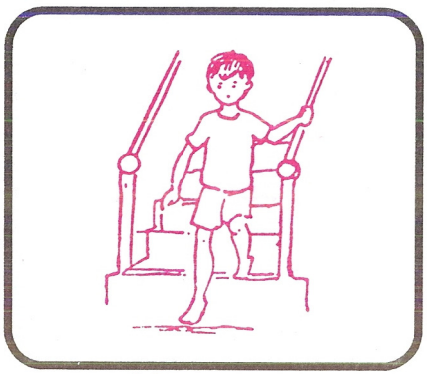
1180. कुत्तोलू

1181. कुदेहे

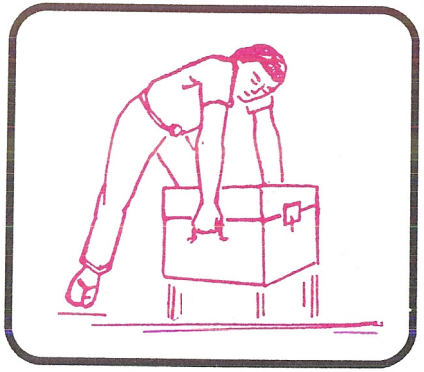
1182. उन केहे

1183. उडेहे

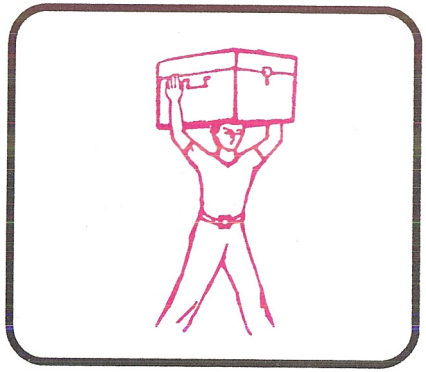
1184. सोडतला



1185. उतरेहे



1186. ऊचलतलू



1187. वोयतलू

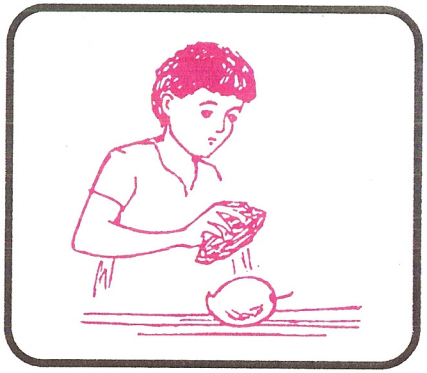
1188. उतारेहे

1189. सोमक्योर फिरेहे

1190. गरगर फिरवेहे

1191. दाबेहे

1192. निपटेहे



1193. फुडतलू

1194. दाबतली

1195. खोकडावेहे

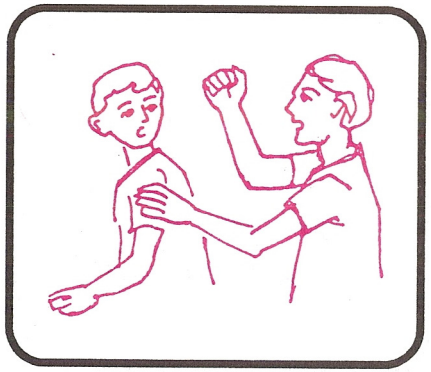
1196. सापलीन बालेहे

1197. आथे दोरेहे

1198. मिलायतली

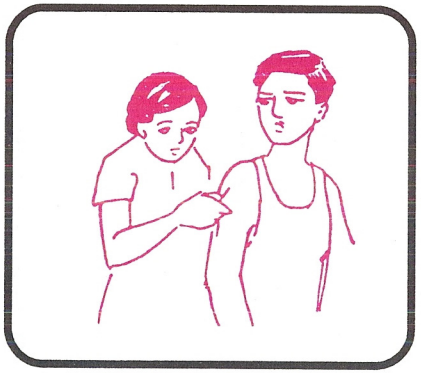
1199. गुलू देतली

1200. ठुकतली

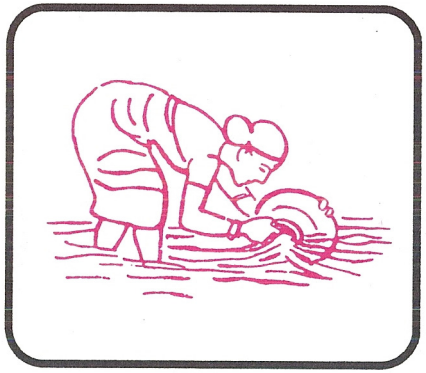


1201. दुमू उमाणेहे

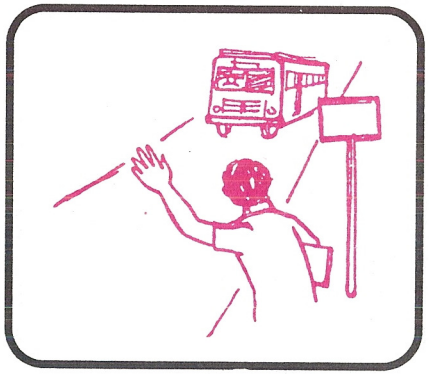
1202. लाताटेहे



1203. चिकलेहे



1204. बुडाळेहे



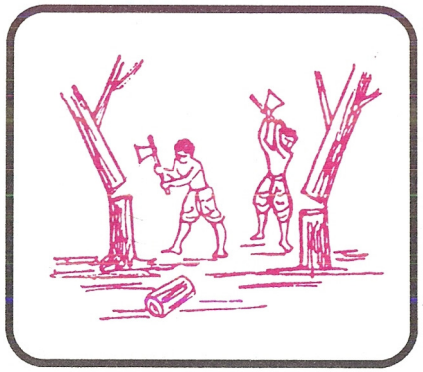
1205. उभराखेहे

1206. रूकतलू

1207. चुलेहे

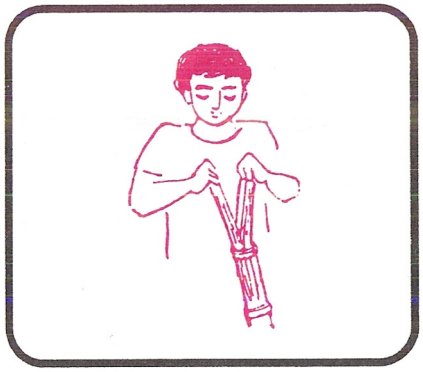
1208. चिरतली

1209. कातरतली



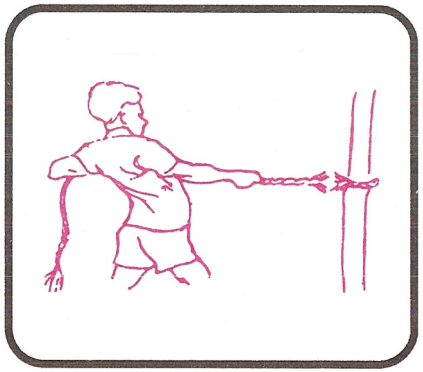
1210. तुडतला

1211. कातरेहे



1212. फुडेहे

1213. फाडतलू



1214. तुडतलू

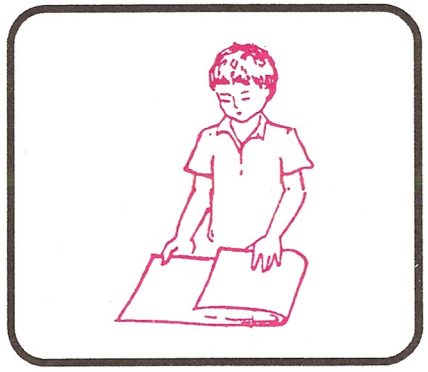
1215. फुडतलू

1216. मुडतलू

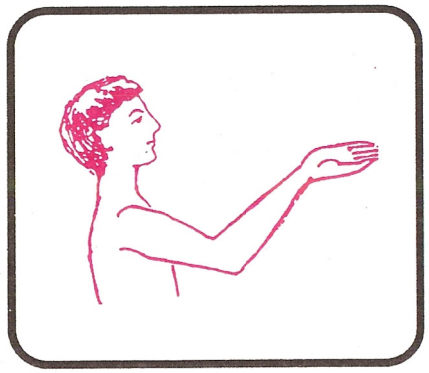
1217. सुलतली

1218. डुंगूवलतलू

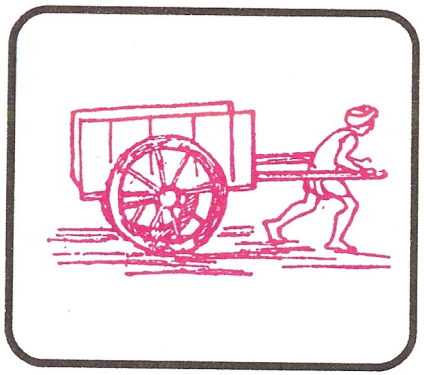
1219. वाको वालतलू



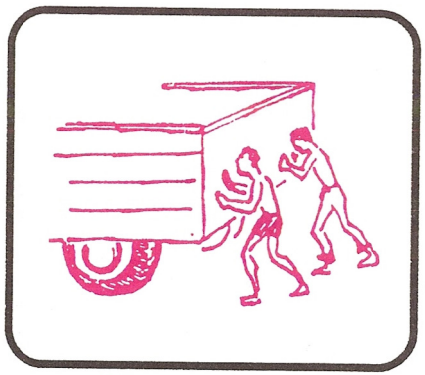
1220. गोडी वालेहे



1221. मांगेहे



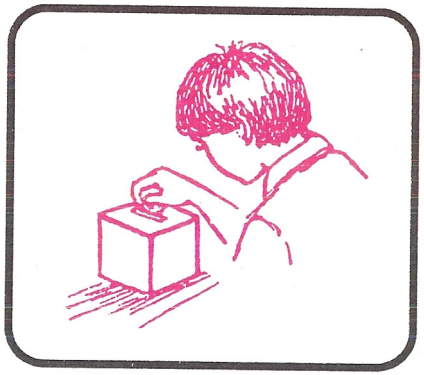
1222. गिहतलू



1223. ठेबलतला

1224. बांदेहे

1225. सुडेहे

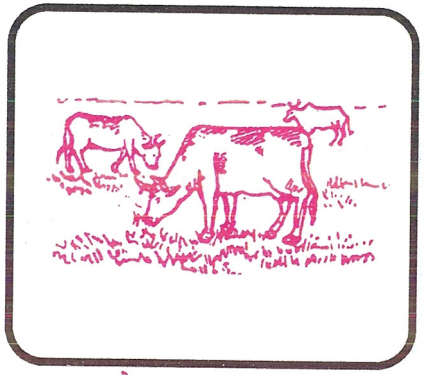


1226. नाखतलू

1227. बोरेहे

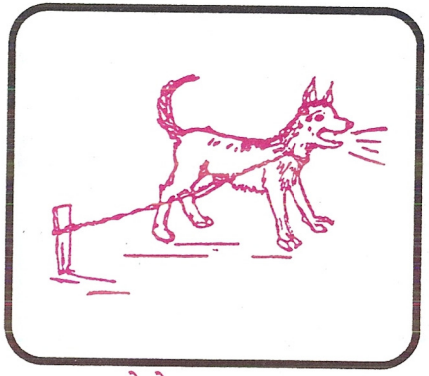
1228. गोसलेहे

1229. ऊलटो मेकेहे



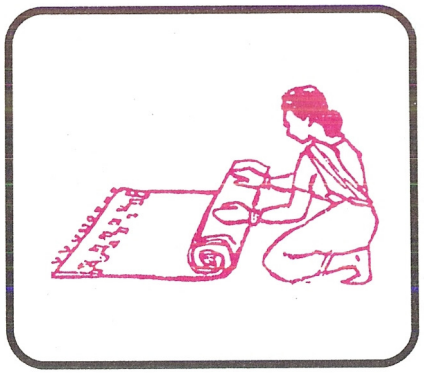
1230. चोरतला

1231. मारेहे



1232. भुकेहे

1233. चावतलू



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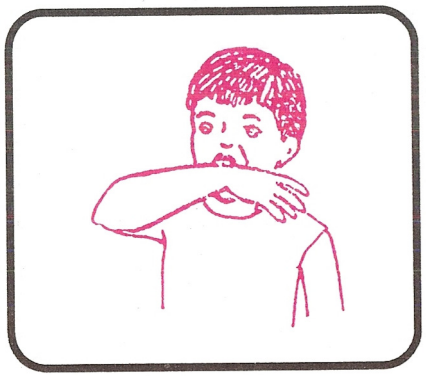

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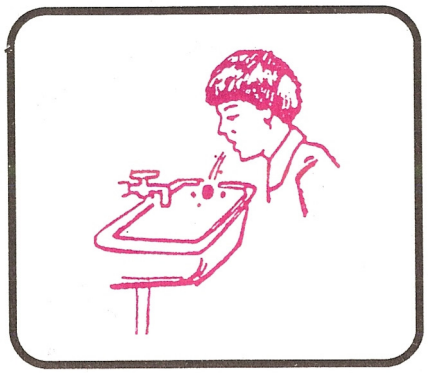

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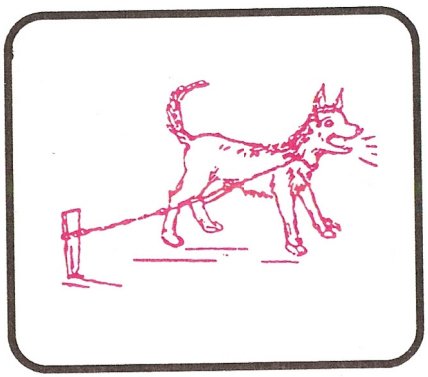

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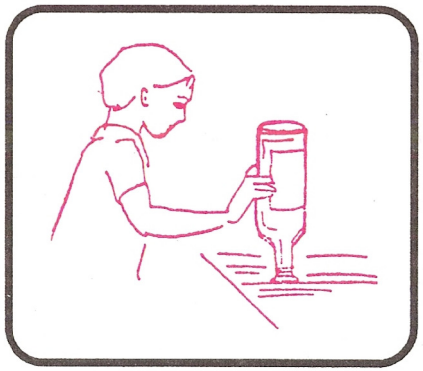
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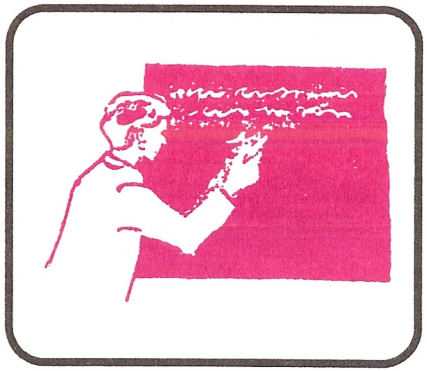
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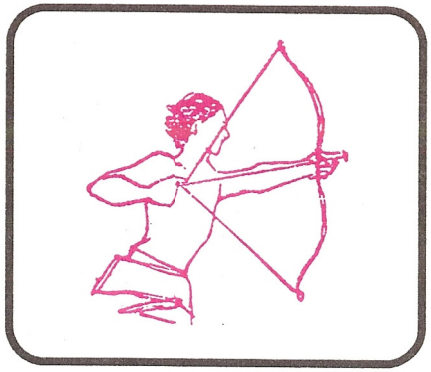
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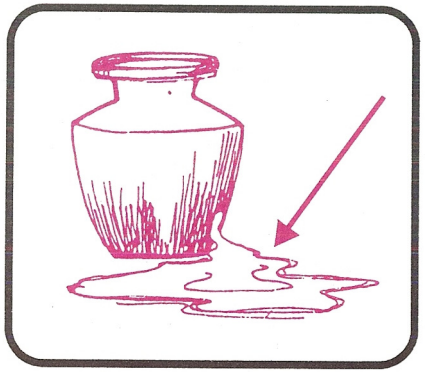
1258. दिही उगेहे

1259. दिही बुडेहे

1260. वरहात पोडेहे

1261. नंद वोयेहे



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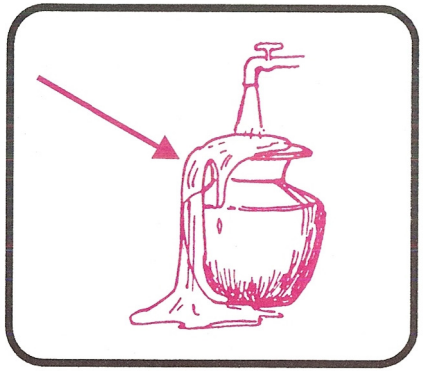

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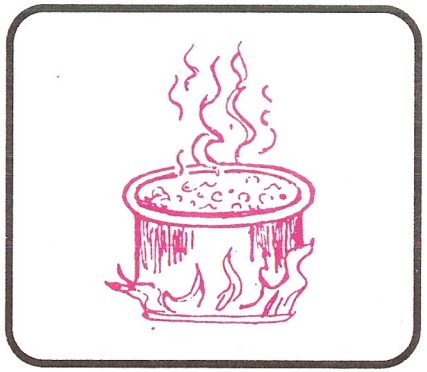
1264. बुडेहे



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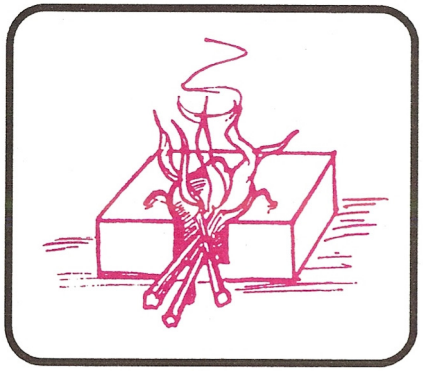
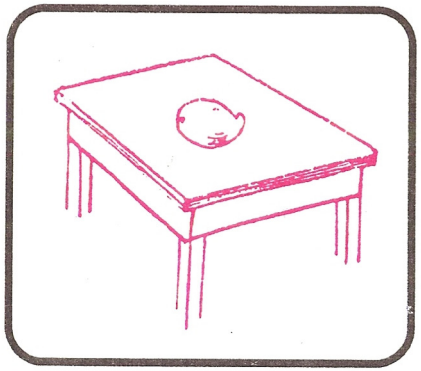
1266. पिपलेहे



1267. बोलतलो

1268. मुडायेहे

1269. खेकरायतलो



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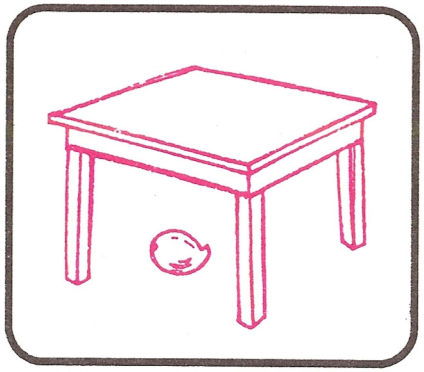

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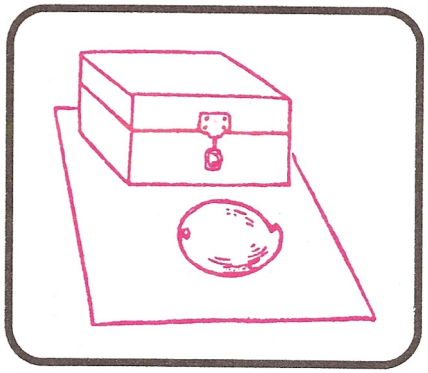

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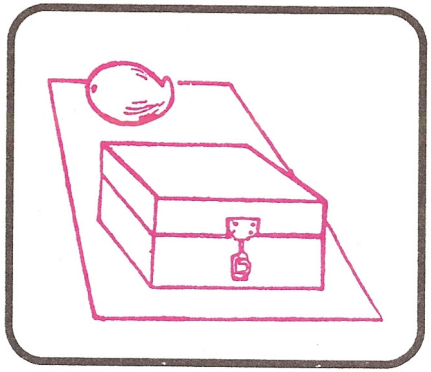

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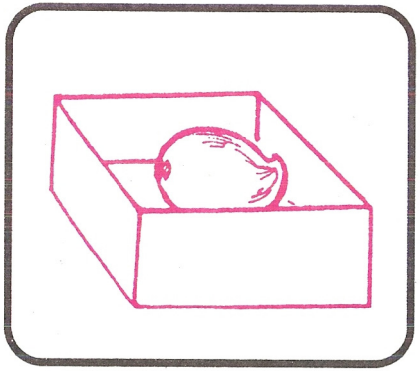

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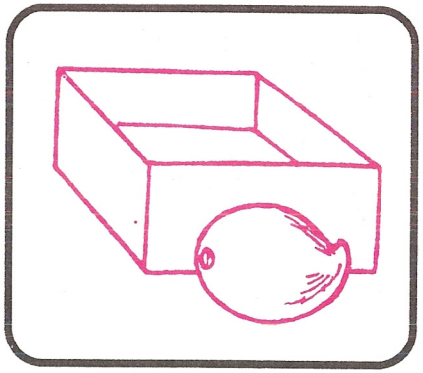

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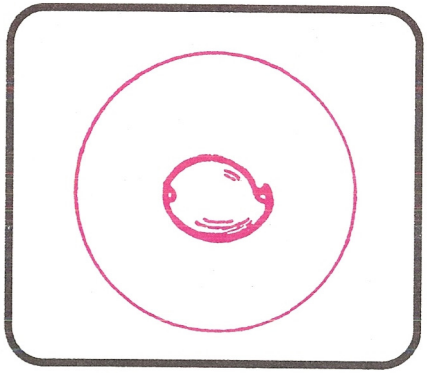

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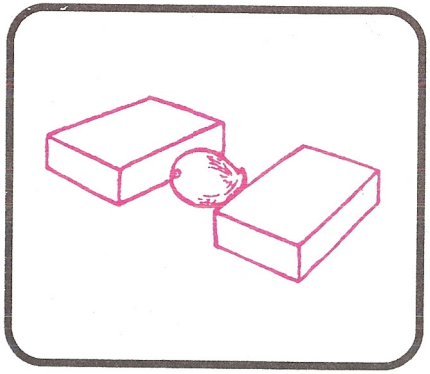

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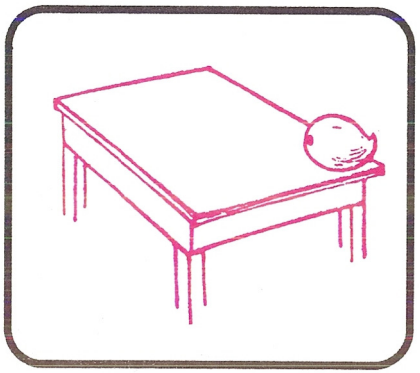

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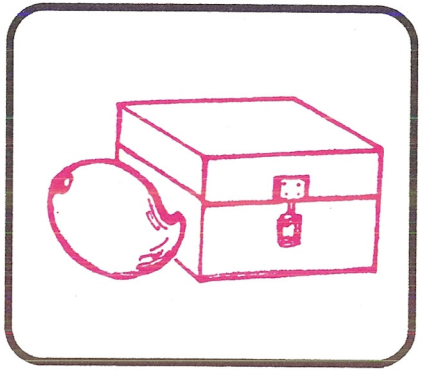

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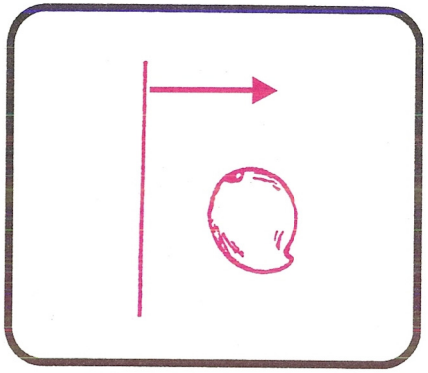

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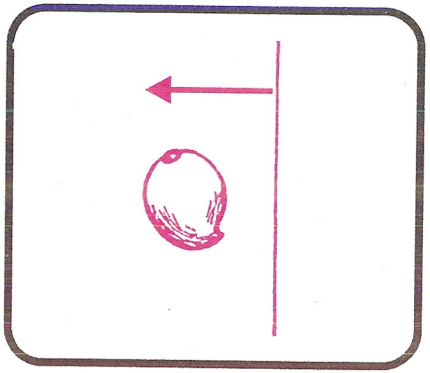

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सिंह 611
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सुटलू 115
सुडेहे 1225

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सैनिक 913
सोमक्यार फिरेहे 1189
सोव 978

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हमाल्यू 938
हयड्य 664
हंस 641
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हाकुल 539
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हुज 50

हुटी 274

हुतार 928

हुनार 930

हुपारी 357

हुपारीन झाड 737

हुपडो 234

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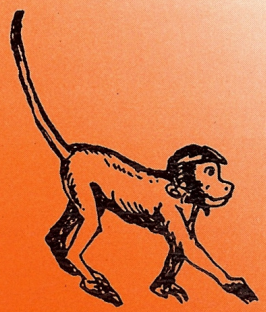

PICTORIAL GLOSSARY IN PAVRI BHILI

सत्यमेव जयते

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(Ministry of Human Resource Development, Govt. of India)
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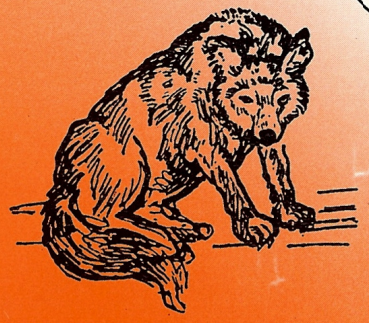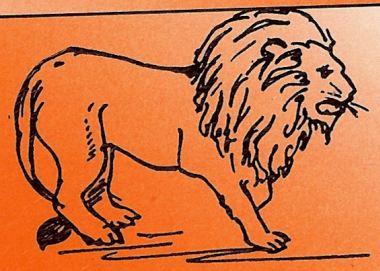
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